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IDENTIFIERS *Cashiers; Checkers (Occupation); Parts Storekeepers; Waiters Waitresses

ABSTRACT

Curriculum materials are provided for 15 vocational programs. Each course is divided into units, for which a lesson plan is provided. The lesson plans vary slightly by course but generally contain these components: unit title, goal and/or objective, content outline, rationale, procedures, a list of required materials, recommended form of evaluation, and time required. Method of instruction may also be given. Curricula are provided for these courses: auto mechanics, automatic transmissions, cashier/checker, commercial foods--luncheon, commercial foods--breakfast, computer programming, data processing, health occupations (nurse assistant/clerical), parts distribution, radio-television production (beginning and advanced courses), reprographics, small gas engines, teen parent, welding, and word processing. (YLB)

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CURRICULUM DEVELOPMENT, REFINEMENT AND TESTING OF
PERFORMANCE INDICATORS FOR SELECTED VOCATIONAL PROGRAMS

FINAL REPORT

Project No. 84-ATM(181)NB

Curriculum Development Project
Conducted Under Public Law 94-482

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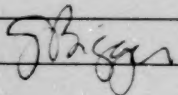
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September 1, 1984

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FINAL REPORT

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Curriculum Development Project
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The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

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September 1, 1984

AUTO MECHANICS

T A V C
Tri-City Vocational Center

Course Title: Auto. Mech. I Hours 90 (7am - 10am)

Course Description: Course will introduce students to the Automobile Service Industry. At the completion the student will have familiarized himself (herself) with the general service procedures of an automobile.

Total Units: 6 (six)

Unit 1: Introduction into the Automotive training shop.

Learning Objectives: A brief history on the automobile, past, present and changes expected in the next few years. The social and economic impact it has as an industry.

The internal workings of an automobile training and service shop. The general procedures and usage of jacks, stands, hoists and lubrication equipment. The student also learns about the various types of automotive service shops and the important role they play in the industry.

Hours: 21

Unit 2: Auto Shop Safety.

Learning Objectives: In this unit the student learns the safety factors that govern an automotive service facility as set by industry standards, OSHA, WISHA. The student also learns the Customers Rights and Obligations as set by Wash. State statute.

Hours 9

Unit 3: Hand Tools.

Learning Objectives: The student learns Basic hand tools, their proper usage, design, care, storage, and safety factors pertaining to them.

Hours 12

Unit 4: Fundamentals of Electricity and OHMS Law.

Learning Objectives: The student learns the fundamentals of electricity and Ohms law (the industry accepted theory that governs the flow of current). The student also learns the proper method of checking for shorts, opens, and grounds in an electrical circuit, the methods used to check the Generator, Voltage regulator, and alternator.

Hours 24

Unit 5: Storage batteries.

Learning Objectives: The composition of storage batteries. The chemical reaction within the storage battery, the methods used to test a battery, the proper method of recharging batteries, and the safety aspects associated with them.

Hours 9

Unit 6: Lubricants and General Service Procedures.

Learning Objectives: In this unit the student learns about lubricants their uses and limitations. How to select the proper lube for the job in question. The student also learns the proper service procedure for servicing the automobile, such as checking and changing the oil, oil-filter, lubricating the chassis, linkage, fittings, hoods, doors, trunks. Performing Safety inspections on automobiles, checking Brakes, steering linkage. The student will also learn the proper method of checking, cleaning, repacking and adjusting front wheel bearings. Changing tires, Balancing wheels, and pressure testing cooling systems.

Hours .15

LESSON PLAN

Unit 1: Introduction into the automotive training shop.

Goals Objective: To familiarize the student with the automotive service industry.

Content:

1. A brief history of the automobile past, present, future.
2. The social and economic impact it has as an industry.
3. The general usage of jacks, stands, hoists, and lubrication equipment.
4. The proper usage of repair orders, why, when, and how.

Rationale: To give the student a basic knowledge to enable him to enter into the automotive service industry.

Procedures: Lectures, films, hands-on experience.

Materials: Films: "The Automobile Social & Economic Impact", "You The Service Station Attendant", "working In The Automotive Service Trade".

Teacher made A/Vs, Service repair orders, Automobile hoist, jack, stands.

Evaluation: Classroom discussion, Written Quiz, Lab Performance.

Total Time: 7 Days - 21 Hrs.

LESSON PLAN

Unit 2: Auto Shop Safety.

Goals Objective: To learn about the automotive shop and how to work safely in the shop.

Content:

1. Study safety regulations, as set by WISHA, OSHA.
2. Learn to set up a safe shop.
3. Learn to make safety a part of every service procedure.
4. To know where the fire extinguishers are located and the proper procedures for using them.
5. To know location of emergency power cut-offs.
6. Learn safety procedures that must be followed when using tools.

Rationale: To enable the student to function safely in the automotive training shop.

Procedures: Film, Lecture, Reading assignment, hands-on application.

Materials: Film, "Auto Shop Safety", Hand-outs, Goodheart-Willcox Automotive Encyclopedias.

Evaluation: Classroom discussion, Written Quiz, Lab performance.

Total Time: 3 Days - 9 Hrs.

LESSON PLAN

Unit 3: Automotive Hand Tools.

Goals Objective: To gain knowledge of automotive hand tool and safety factors associated with them.

Content:

1. Learning to recognize and identify the various types of tools used in automotive service.
2. Learning to use the correct tool for the job at hand.
3. Learn the proper safety procedures associated with each tool.

Rationale: To enable the student to select the correct tool and use it in a safe manner.

Procedures: Lectures, hand-outs, reading assignment, hands-on .

Materials: Teacher made hand-outs, Goodheart-Willcox Automotive Encyclopedias, A cross section of automotive hand tools.

Evaluation: Oral identification, written quiz, lab performance.

Total time: 4 Days - 12 Frs.

LESSON PLAN

Unit 4: Fundamentals of Electricity and Magnetism

Goals Objective: To familiarize the student with the laws that govern current flow.

Content: Static Electricity, Attraction and Repulsion, Electron Theory of Electricity, Central Core of an Atom, The Size of an Atom, Insulators, Conductors, Speed of Electricity, Electron drift, Volts, Amperes, Ohms, OHMs Law, Types of Circuits, Measuring Resistance, Voltage Drop, Electrical Work and Power, Magnetism, Theory of Permanent Magnets, Magnetic Fields, Magnetic Conductivity, Solenoids.

Rationale: A must for diagnosis of any electrical circuit.

Procedure: Lecture, A/V's, Hand-outs, Reading assignments, Hands-on application, Demonstrations.

Materials: Teacher Made A/V's, Hand-outs, Automotive Encyclopedias, Volt meter, Amp meter, Ohm meter, Demonstration aids.

Evaluation: Classroom discussion, Written tests, Lab performance.

Total time: 8 Days - 24 Hrs.

LESSON PLAN

Unit 5: Storage Batteries.

Goals Objectives: To learn what they are and how they operate.

Content: Composition of Lead-Acid storage batteries, Electrolyte, Chemical action, Discharge, Charge, Voltage variations, Battery voltage and capacity, testing, Charging.

Rationale: It is necessary to know how a battery functions in order to properly test an electrical circuit.

Procedures: Lecture, Reading assignment, Demonstration, Hands-on experience.

Materials: Hand-outs, Automotive Encyclopedia, Teacher made A/V's, Volt meter, Amp meter, Load tester, Battery Charger, Battery Hydrometer.

Evaluation: Classroom discussion, Written Test, Lab performance.

Total Time: 3 Days - 9 Hrs.

LESSON PLAN

Unit 6: General Service Procedures.

Goals Objective: To give the student a general working knowledge of lubricants, there usage, and the procedures involved in servicing a motor vehicle.

Content: Oils & Lubricants, Changing motor oil and filter, lubricating the chassis, servicing transmission and differential, cleaning, inspecting, repacking and adjusting front wheel bearings. The student will also learn the proper method of lifting, changing, and resetting wheel lug torque.

Rationale: To enable the student to funtion at entry level in the automotive service field.

Procedures: Lecture, Demonstrations, Study assignments, hands on practical experience.

Materials: Lubricating oils & greases, oil filters, manufactures specification catalogs, automotive encyclopedias, miscellaneous hand tools, torque wrench, automobile hoist, jack, jack stands, oil drain pans, lubrication equipment.

Evaluation: Classroom discussion, written Quiz, Lap performance.

Total time: 5 Days - 15 Hrs.

AUTOMATIC TRANSMISSIONS

AUTOMATIC TRANSMISSIONS
Summer School Curriculum

Program Description:

The student will learn how to perform periodic maintenance service, test, troubleshoot and overhaul an automatic transmission.

AUTOMATIC TRANSMISSIONS
Summer School Curriculum

Course Goals:

- Introduction to Industry
- Orientation to general shop and specific safety hazards.
- Introduction to automatic transmission theory.
- Introduction to automatic transmission maintenance service.
- Introduction to testing and troubleshooting.
- Introduction to automatic transmission overhaul.

The student will be able to perform maintenance service on an automatic transmission.

The student will know how to hook up test gauges and determine if the hydraulics system is performing properly.

The student will successfully overhaul an automatic transmission.

T A V C

TRI-CITY AREA VOCATIONAL CENTER
SUMMER CURRICULUM

COURSE TITLE: Automatic Transmissions HOURS 90 CREDIT

COURSE DESCRIPTION:

TOTAL UNITS 6

UNIT I: Introduction to Industry HOURS 3

Learning Objectives:

- 1 - Dealership Repair Shop
- 2 - General Repair Shop
- 3 - Specialty Repair Shop

UNIT II: General Shop and Specific Safety HOURS 6

Learning Objectives:

- 1 - Fire Safety
- 2 - Equipment Safety
- 3 - General Safety
- 4 - Specific Safety Hazards

UNIT III: Automatic Transmission Maintenance HOURS 15
Service

Learning Objectives:

- 1 - Transmission Fluids
- 2 - Basic Service Procedures
- 3 - Adjustments and Minor Repair
- 4 - Improving Transmission Performance and Life

UNIT IV: Automatic Transmission Theory HOURS 12

Learning Objectives:

- 1 - Basic Transmission Operating Principles
- 2 - Hydraulics System Operations
- 3 - Torque Converter Operating Principles

UNIT V: Automatic Transmission Overhaul HOURS 39

Learning Objectives:

- 1 - Preparation for Overhaul
- 2 - Tear down Procedures
- 3 - Evaluation of Internal Parts
- 4 - Clean up and Preparation for Assembly
- 5 - Assembly and Adjustment
- 6 - Break in Procedures

UNIT VI: Testing and Troubleshooting HOURS 15

Learning Objectives:

- 1 - The Seven Basic Steps to good Troubleshooting
- 2 - Troubleshooting without Instruments
- 3 - Testing the System with Gauges

CASHIER/CHECKER
90 HOURS
6 WEEKS

COURSE DESCRIPTION:

The Cashier/Checker class is designed to give the student the basic understanding of the role (s) of a cashier, and to know and understand all phases of the Retail Industry. This knowledge will include everything from punching in the time clock to checkstand cleanliness.

At the close of the class the student should be at the "entry level" for any area of retail sales. Student will have the training necessary for making a good employee.

CASHIER/CHECKER
90 HOURS
6 WEEKS

COURSE GOALS:

After completion of this 6 week short version of the CASHIER/
CHECKER course the student will.....

- . be able to master various types of electronic cash registers.
- . be able to make correct change.
- . demonstrate a basic knowledge of the departments in a super market.
- . be able to care for various types of electronic cash registers.
- . demonstrate correct communication skills needed in the sales industry.
- . be aware of all types of store loss, and how to handle such occurrences.
- . BE A GOOD, HONEST, DEPENDABLE, EMPLOYEE.

LESSON PLANS

CASHIER/CHECKER CLASS

7 UNITS OF STUDY

1. ORIENTATION TO CASHIERING
2. MONEY HANDLING (ALL PHASES)
3. THE GROCERY STORE DEPARTMENTS
4. HUMAN RELATIONS AND COMMUNICATION
5. OPERATION AND CARE OF THE CASH REGISTER
BAGGING INCLUDED WITH REGISTER TRAINING UNIT
6. PREVENTING STORE LOSS (SHOPLIFTING)
7. GETTING THE JOB (AND KEEPING IT)

90 HOURS
6 WEEKS

LESSON TITLE: ORIENTATION TO CHASHIERING

UNIT # 1 (OF 7)

TIME REQUIRED: 3 HOURS

METHOD OF INSTRUCTION: LECTURE

TEACHING AIDS REQUIRED: OUTLINE
HAND OUTS

OBJECTIVE: To acquaint the students as to what a Cashier/Checker is, what it requires of them, and exactly what a cashier really is.
To acquaint the student with the importance of being a cashier and how much their performance means to the well being of the company they work for.
To acquaint the student with the many different roles they must play for the store. They are good will ambassadors.
To acquaint the student of the rules and regulations of the store. Such as dress, appearance, habits, breaks, lunches, etc.
To acquaint the student of the policies of handling all money matters.
To acquaint the student about safety, on the job as well as at this school.

INSTRUCTOR REFERENCES:

- | | |
|---------------------------------------|--|
| 1. FOOD MARKETING TODAY | REESE |
| 2. FRONT END OPERATIONS | A Distributive Education Manual, Food Mkt. Series Quaker Oats Co . |
| 3. QUAKER OATS | |
| 4. Safeway Stores and Albertsons | Checker Training Manuals |
| 5. Personal Experiences of Instructor | Albertsons & Safeway |

STUDENT REFERENCES: Same as Above

CONTENT: All of the above objectives can be reached within the 3 hours class limit.

CLOSURE: Will be by question and answer, along with hand outs for reminders. Students will also be required to keep a notebook through the duration of the 6 weeks for further reference.

RATIONALE: We have covered all materials in this unit because it is necessary to know exactly what is expected of the student, right from the beginning. Most employees fail because the supervisor in charge was not on top of informing the employee of these points. When you are working for a company you become their property for the amount of time you are on the schedule for.

LESSON PLAN

COURSE: CASHIER/CHECKER

INSTRUCTOR: CHRISTINE KINZER

LESSON TITLE: MONEY HANDLING

UNIT #2 (of 7)

TIME REQUIRED: 12 HOURS

METHOD OF INSTRUCTION: LECTURE
DEMONSTRATION
OVER-HEAD
TEACHING AIDES
REQUIRED: LARGE POSTERS
A CASH REGISTER DRAWER

OBJECTIVE: To acquaint the student with the responsibility a checker has in handling all the money transactions in the front end.
To acquaint the student with types of checks (gov't., payroll, personal. etc.)
To acquaint the student with the differences between vendor coupons, store coupons, etc.
To acquaint the student to the differences in I. D. for checks.
To acquaint the student in how to handle Lottery Tickets, postage stamps, etc.
To have student do refresher and basic math skills.

INSTRUCTOR REFERENCES:

1. Food Marketing Reese
2. Selling-helping the customer buy Ditzenburger
3. The Cashier T. Hephmer
4. Grocery Checking Today Chas. Wages
5. Accura Touch Occupational Educators

STUDENT REFERENCES:

Same as above. All books and publications are available to the students.

CONTENT: All the above objectives will be reached in four sessions of three hours each.

CLOSURE: Will be by questions and answers. Student demonstration, and by a unit test and competency.

RATIONALE: We have covered all the materials in this unit because the money transactions are the pertinent importance to the store. A bad or careless cashier can break a store.

LESSON PLAN

COURSE: CASHIER/CHECKER

INSTRUCTOR: C. KINZER

LESSON TITLE: THE GROCERY DEPARTMENTS
TIME REQUIRED: 15 HOURS

UNIT # 3 (of 7)

METHOD OF INSTRUCTION: LECTURE
DEMONSTRATION
POSTERS
FIELD TRIP

TEACHING AIDES REQUIRES:
OUTLINE
TEXT BOOK
FILM STRIPS

OBJECTIVES: To aid the student with correct information concerning each Department in the super market.
To acquaint the student with merchandise in each department, why there are departments, and inform students of the roles of the managers in each department.
To acquaint students with the super market customer.

INSTRUCTOR REFERENCE:

- | | |
|-------------------|-----------------|
| 1. Quaker Oats | Quaker Oats Co. |
| 2. Food Marketing | Reese |

STUDENT REFERENCE: Same as above

CONTENT: All the above objectives can be reached within one week, or in fifteen hours of class time. Time will not allow for "in depth" into each department.

CLOSURE: Will be by class discussions as we go through the unit. Questions and answer times during class, and by unit testing. A grocery store field trip will be included in this unit.

RATIONALE: We have covered the materials in this unit because it is necessary to be aware and informed to each and every department in the super market, and to understand each departments function to the over-all operation of the store.

LESSON PLAN

COURSE: CASHIER/CHECKER

INSTRUCTOR: C. KINZER

LESSON TITLE: HUMAN RELATIONS AND COMMUNICATION

UNIT #4 (of 7)

TIME REQUIRED: 15 HOURS

METHOD OF INSTRUCTION: LECTURE
ROLE PLAYING
DEMONSTRATION

TEACHING AIDES REQUIRED: OUTLINE
HAND OUTS

OBJECTIVES: To acquaint the student with the importance of effective communication skills.
To acquaint the student with the differences between formal and informal communication.
To acquaint the student with body language (hands, body, eyes).
To acquaint the student with emotional stability on the job.
To acquaint the student with being aware of the feelings of fellow employees and customers.

INSTRUCTOR REFERENCES:

- | | |
|-----------------------|------------------------|
| 1. Food marketing | Reese |
| 2. Accura Touch | Occupational Educators |
| 3. See You At The Top | Zig Ziglar |

Student References; Same as above

CONTENT: All of the above objectives can be reached within one week, or fifteen hours of class time. This unit is one of the important ones for cashiers.

Closure; Will be by question and answer, along with written hand-outs, and through role playing in the checkstands.

RATIONALE: All the materials covered in this unit are a very vital part of an employees job. All the people on the job should know how the body talks, and how attitudes and decision making are a part of success. By doing the role playing in the checkstands the students can critique each other.

LESSON PLAN

COURSE: CASHIER/CHECKER

INSTRUCTOR: C. KINZER

LESSON TITLE: OPERATION AND CARE OF THE CASH
REGISTER.
BAGGING INCLUDED WITH REGISTER
TRAINING UNIT

UNIT # 5 of 7)

TIME REQUIRED: 15 HOURS (ONE WEEK)

METHOD OF INSTRUCTION: LECTURE AND ORIENTATION
DEMONSTRATION

TEACHING AIDES REQUIRED: OUTLINE
CASH REGISTER
GROCERIES
BAGS

OBJECTIVES: To acquaint student to the proper operation and care of
the Electronic Cash Register.
To acquaint the student in proper hand positions and de-
partment keys.
To acquaint the student of the necessity of the proper bag-
ging of merchandise.
To acquaint the student of the necessity of proper cus-
tomer service.

INSTRUCTOR REFERENCES:

- | | |
|----------------------------------|-----------------|
| 1. Quaker Oats | Quaker Oats Co. |
| 2. The Cashier | T. Hephner |
| 3. Grocery Checking Today | C. Wages |
| 4. Selling-helping customers buy | R. Ditzenburger |
| 5. Food Marketing | Reese |

STUDENT REFERENCES: Same as above
All books are available at all times to the students.

CONTENT: All of the above objectives can be reached within the one
week (15 hour) unit of time. This is a condensed unit
in comparison to the regular school class.

CLOSURE: Will be by question and answer, along with demonstration in
the checkstands. A unit test will be given.

RATIONALE: We have covered all the material in this unit because it is
necessay to know how to correctly care for the registers.
Repair bills can be cut drastically if cashiers are taught to
respect the machine, and be aware when there is a problem. Just
the simple task of changing the paper, can jam up a machine
and require a repair man for service. Checking and bagging are
the image-maker for the store, so it is VITAL for a checker to
be properly trained.

LESSON PLAN

COURSE: CASHIER/CHECKER

INSTRUCTOR: C. KINZER

LESSON TITLE: PREVENTING STORE LOSS
(SHOPLIFTING)

UNIT # 6 (of 7)

TIME REQUIRED: 15 HOURS

METHOD OF INSTRUCTION: LECTURE

TEACHING AIDS REQUIRED: OUTLINE

16 mm FILMS

FILMSTRIPS WITH CASSETTES

SPECIAL PRESENTORS (such as store managers, security people, and the city Police).

OBJECTIVES: To acquaint the student with the problems of store losses.
To acquaint the student with the methods used in thefts.
To acquaint the student on how to prevent the loss from happening.

INSTRUCTORS REFERENCES:

FOOD MARKETING
FRONT END OPERATIONS

REESE
A DISTRIBUTING EDUCATION SERIES

DISTRIBUTIVE EDUCATION SCHOOL
STORE MANAGEMENT GUIDE
QUAKER OATS
PERSONAL EXPERIENCES OF THE INSTRUCTOR FROM
SAFEWAY AND ALBERTSONS

MCCARTNEY
QUAKER OATS CO.

STUDENT REFERENCES:

SAME AS ABOVE
NOTES FORM FILMS AND QUIZES

CONTENT: ALL of the above objectives will be reached within the 15 hours of class time. A more in depth discussion will follow this unit.

CLOSURE: Will be by question and answer. Open class discussion. Hand out will be put in notebooks. A unit test will be given. Some role play may be done in the checkstands.

RATIONALE: We have covered several areas in which stores are taken for millions of dollars every year. Shoplifting, money manipulators, counterfeit money, employee thefts, employee errors, are the things that cause our prices to go up at the buying place.

LESSON PLAN

COURSE: CASHIER/CHECKER

INSTRUCTOR: C. KINZER

LESSON TITLE: GETTING THE JOB

UNIT # 7 (of 7)

TIME REQUIRED: 15 HOURS

METHOD OF INSTRUCTION: LECTURE

TEACHING AIDS REQUIRED: OUTLINE
OVER HEAD
HAND OUTS
16 mm FILMS

OBJECTIVES: To acquaint the student with the process of seeking out a job.
To acquaint the student with the correct way to fill out an application, research a company, and write a Resume.
To acquaint the student with the interview process.
To acquaint the student with the knowledge needed to hold onto the job, once they get it.

INSTRUCTOR REFERENCES:

1. Accura Touch
2. Zig Ziglar

Occupational Educators
See You At The Top

STUDENT REFERENCES: Same As Above

CONTENT: All of the above objectives can be reached within the 15 Hour class time. Students will go through the mock interview process during this unit.

CLOSURE: Will be by question and answer, hand outs, dummy applications, and mock interviews. Followed by a unit test.

A final exam will close out this session of summer class.

COURSE TITLE: CASHIER/CHECKER

UNIT 90

CREDIT 1

COURSE DESCRIPTION:

TOTAL UNITS 7

UNIT #: 1 ORIENTATION TO CHECKING

UNIT 3 Hrs.

Learning Objectives:

- . WHAT IS A CASHIER/CHECKER
- . IMPORTANCE OF A CASHIER/CHECKER
- . ROLE (S) OF A CASHIER/CHECKER
- . RULES FOR STORES AND THE REGULATIONS OF STORES, ALSO SAFETY IN A STORE
- * HAND OUT MATERIALS, BOOKS, ETC.

TAVC

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: CASHIER/CHECKER HOURS 90 CREDIT 1

COURSE DESCRIPTION:

TOTAL UNITS 7

UNIT I: _____ HOURS _____

Learning Objectives:

UNIT # 1.	ORIENTATION TO CHECKING INTRODUCTION, ROLES, ETC.	3 HOURS	1 DAY
UNIT # 2.	MONEY HANDLING (ALL TYPES) INCLUDES BASIC MATH SKILLS	12 HOURS	4 DAYS
UNIT # 3.	THE DEPARTMENTS (ALL 13)	15 HOURS	5 DAYS
UNIT # 4.	HUMAN RELATIONS, COMMUNICATIONS	15 HOURS	5 DAYS
UNIT # 5.	OPERATIONS AND CARE OF CASH REGISTERS	15 HOURS	5 DAYS
UNIT # 6.	SHOPLIFTING (PIFERAGE, STEALING, STORE LOSS)	15 Hrs.	5 DAYS
UNIT # 7.	GO GET THE JOB JOB APPLICATION, RESUME, AND INTERVIEW	15 HOURS	5 DAYS
		90 HOURS	30 DAYS

TAVC
TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: CASHIER CHECKER

HOURS 90

CREDIT 1

COURSE DESCRIPTION:

TOTAL UNITS 7

UNIT # 2 MONEY HANDLING

HOURS 12

Learning Objectives:

- . RESPONSIBILITY OF HANDLING MONEY
- . DENOMINATIONS OF MONEY
- . CHECKS (PAYROLL, PERSONAL, GOV'T, ETC.)
- . FOOD STAMPS
- . VENDOR COUPONS
- . LOTTERY TICKETS
- . POSTAGE STAMPS
- . IDENTIFICATION (TO CASH CHECKS)
- . BASIC MATH SKILL DRILLS
- . BONDED CHECKER

COURSE TITLE: CASHIER/CHECKER

HOURS 90

CREDIT 1

COURSE DESCRIPTION:

TOTAL UNITS 7

UNIT #3 THE DEPARTMENTS

HOURS 15

Learning Objectives:

- , THE MEAT DEPT.
- , THE GROCERY DEPT.
- , THE PRODUCE DEPT.
- , THE DAIRY DEPT.
- , THE FROZEN FOODS DEPT.
- , THE BAKERY DEPT.
- , THE DELI DEPT.
- , THE FRONT END
- , THE SUPERMARKET CUSTOMER
- , IMPORTANCE OF EACH DEPT.
- , ROLE OF DEPT. MGRS.

625 11.1

TABLE 1. Continued

TOTAL IN. 25 **7**

4 HUMAN RELATIONS, COMMUNICATIONS

15

Learning Objectives

- EMPLOYEE MORALE
- EFFECTIVE COMMUNICATION
- INFORMAL COMMUNICATIONS
- FORMAL COMMUNICATIONS
- VERBAL COMMUNICATIONS
- NON-VERBAL COMMUNICATIONS
- EMOTIONAL STABILITY ON THE JOB
- MAKING THE RIGHT DECISIONS
- BODY LANGUAGE, (TO CUSTOMERS AND FELLOW EMPLOYEES)
- BEING AWARE OF OTHER PEOPLE
- ROLE PLAYS IN CHECKSTANDS (COMMUNICATIONS)

COURSE TITLE: CASHIER/CHECKER

HOURS 90 CREDITS 1

TOTAL UNITS 7

UNIT # 5 OPERATIONS AND CARE OF CASH REGISTERS HOURS 15

LEARNING OBJECTIVES:

- . THE CASH REGISTER (BACK GROUND, TYPES, MODERNIZATION)
- . COUNTING IN
- . COUNTING OUT
- . RINGING OFF THE TILL
- . DEPARTMENT KEYS
- . ALL OTHER KEYS USED
- . ALL PHASES OF THE REGISTERS (IN DETAIL)
- . PROPER HAND POSITIONS
- . CHECKING
- . BAGGING INCLUDED IN REGISTER TRAINING
- . HANDS ON EXPERIENCE ON REGISTERS

COURSE TITLE: CASHIER/CHECKER

HOURS 90 CREDITS 1

TOTAL UNITS: 7

UNIT # 6 Z SHOPLIFTING

HOURS 15

LEARNING OBJECTIVES:

- . DEFINITION OF
- . TERMS USED AND EXPLAIN EACH
- . METHODS OF
- . THE LAWS
- . PUNISHMENT
- . YOUR RIGHTS
- . DEVELOPING A SECURITY SYSTEM IN THE FRONT END

COURSE TITLE: CASHIER/CHECKER

HOURS 90 CREDITS 1=

TOTAL UNITS: 7

UNIT # 7 GETTING THE JOB -

HOURS: 15

LEARNING OBJECTIVES:

- .RESEARCH THE COMPANY
- .THE APPLICATION
- .THE RESUME'
- . THE INTERVIEW
- . HOLDING ONTO THE JOB

COURSE TITLE: CASHIER/CHECKER

HOURS: 90 CREDITS: 1

COURSE DESCRIPTION: CLASS IS DESIGNED TO GIVE THE STUDENT A BASIC UNDERSTANDING OF THE ROLE (S) OF A CASHIER. STUDENT WILL HAVE THE KNOWLEDGE OF ALL PHASES OF THE CASH REGISTERS, AND THE WORKINGS INSIDE A STORE.

TOTAL UNITS: 7

UNIT 1: ORIENTATION TO CASHIERING HOURS: 3

LEARNING OBJECTIVES:

- . WHAT IS A CASHIER/CHECKER
- . IMPORTANCE OF A CASHIER/CHECKER
- . ROLE (S) OF A CASHIER/CHECKER
- . ~~STORE~~ RULES AND REGULATIONS
- . SAFETY (STORE AND SCHOOL)
- * HAND OUT MATERIALS, BOOKS, ETC. *

LESSON PLAN

COURSE: CASHIER/CHECKER

INSTRUCTOR: CHRISTINE KINZER

LESSON TITLE: ORIENTATION TO CASHIERING

UNIT # 1 (of 7)

TIME REQUIRED: 3 HOURS

METHOD OF INSTRUCTION: LECTURE

TEACHING AIDS REQUIRED: OUTLINE
HAND OUTS

OBJECTIVE: To acquaint the students as to what a CASHIER/CHECKER IS, WHAT IT REQUIRES OF THEM, AND EXACTLY WHAT A CASHIER REALLY IS.

To acquaint the student with the importance of being a CASHIER, AND HOW MUCH THEIR PERFORMANCE MEANS TO THE WELL BEING OF THE COMPANY THEY WORK FOR.

To acquaint the student with the many different roles they must play for the store. THEY ARE GOOD WILL AMBASSADORS.

To acquaint the student with the rules and regulations of the store, SUCH AS DRESS, APPEARANCE, HABITS, BREAKS, LUNCHES, ETC. AS WELL AS POLICIES ABOUT ALL MONEY MATTERS.

To acquaint the student about safety, ON THE JOB AND HERE AT THE SCHOOL.

INSTRUCTOR REFERENCES :

1. FOOD MARKETING, REESE.
2. FRONT END OPERATIONS , A DISTRIBUTIVE EDUCATION MANUAL
FOOD MARKETING SERIES
3. QUAKER OATS , QUAKER OATS Co.
4. SAFEWAY STORES AND ALBERTSONS , CHECKER TRAINING MANUALS
5. PERSONAL EXPERIENCES OF INSTRUCTOR, ALBERTSON'S, SAFEWAY.

STUDENT REFERENCES : SAME AS ABOVE.

CONTENT: ALL OF THE ABOVE OBJECTIVES CAN BE REACHED WITHIN THE 3 HOURS CLASS LIMIT.

CLOSURE: WILL BE BY QUESTION AND ANSWER, ALONG WITH HAND OUTS FOR REMINDERS. STUDENTS WILL ALSO BE REQUIRED TO KEEP A NOTEBOOK THROUGH DURATION OF THE 10 WEEKS FOR FURTHER REFERENCE.

RATIONAL: WE HAVE COVERED ALL MATERIALS IN THIS UNIT BECAUSE IT IS NECESSARY TO KNOW EXACTLY WHAT IS EXPECTED OF THE STUDENT, RIGHT FROM THE BEGINNING. MOST EMPLOYEES FAIL BECAUSE THE SUPERVISOR IN CHARGE WAS NOT ON TOP OF INFORMING THE EMPLOYEE THESE POINTS. WHEN YOU ARE WORKING FOR A COMPANY YOU BECOME THEIR PROPERTY FOR THE AMOUNT OF TIME YOU ARE ON THE PAYROLL. A LOT OF PEOPLE DON'T FEEL THAT WAY.

COMMERCIAL FOODS

COURSE TITLE: Commercial Foods-Luncheon

HOURS 90 CREDIT 1

COURSE DESCRIPTION: Students will prepare and serve a variety of main dish, soup, sandwich, salad and desert items using proper safety and sanitation and customer relations techniques.

TOTAL UNITS 10

UNIT 1: SANITATION

Hours: 3

Learning Objectives:

- A. Food handlers test
- B. Health Dept. regulations
- C. Holding and storage temperatures
- D. Personal Hygiene
- E. Storage methods

UNIT 2: SAFETY

Hours: 3

Learning Objectives

- A. Use and care of equipment
- B. Fire drill procedure
- C. House safety rules

UNIT 3: MEAT COOKERY

Hours: 20

Learning Objectives

- A. Grades of Meat
- B. Cuts of meat
- C. Cooking methods
- D. Cooking and holding temperatures
- E. Portion control and presentation of meats

UNIT 4: SOUP AND SAUCE COOKERY

Hours: 15

Learning Objectives

- A. Bouillons, stocks
- B. The four mother sauces
- C. Secondary sauces
- D. Make soup of the day and sauce as needed

UNIT 5: VEGETABLE COOKERY

Hours: 10

Learning Objectives

- A. Selecting vegetables
- B. Cleaning and preparing vegetables
- C. Cooking and holding vegetables

UNIT 6: PANTRY

Hours: 15

Learning Objectives:

- A. Salad preparation
- B. Salad presentation
- C. Dressings
- D. Garnishes

UNIT 7: DESSERT COOKING

Hours: 15

Learning Objectives

- A. Gelatins
- B. Baked product presentation
- C. Puddings
- D. Iced cream mixtures
- E. Cakes and pies

UNIT 8: WAITER-WAITRESS

Hours: 3

Learning Objectives

- A. Greeting customers
- B. Taking an order
- C. Turning order in to cooks
- D. Picking up and delivering orders
- E. Counting and making change
- F. Balancing daily cash till

UNIT 9: STANDARDIZED RECIPES

Hours: 3

Learning Objectives

- A. Importance and use in the industry
- B. Converting standardized recipes
- C.. Use of standardized recipes

UNIT 10: CUSTOMER RELATIONS

Hours: 3

Learning Objectives

- A. Courtesy
- B. Handling of problem customers
- C. ATTITUDE
- D. Employee relations- its effect on the customers

Unit 1: SANITATION

Goals objective:

Learn proper sanitation practices for use in food service as outlined by the State Dept. of Social and Health Services

Rationale:

Teach students state required information for food handler's permit.

Teach proper sanitization procedures for food service surfaces

Content	Procedure
1. Mixing proper strength bleach sanitizing solution (50 ppm)	1. Each student will mix a solution and test with litmus paper
2. Handout Food handler's books	2. Discuss each item in Chapter 1-6

Materials:

Food and beverage Service Worker's Manual
Bleach, litmus paper

Evaluation:

Proper solution being mixed
Successfully obtaining food handler's permit

Unit 1: SANITATION

Goals objective:

Food handler's test

Rationale:

Students must obtain permit before beginning to prepare and serve food for public consumption

Content

1. Information from Health Dept
2. Food handler's permit

Procedure

1. Lecture by Health Dept. personnel
2. Food handler's test

Materials:

As provided by Health Dept. personnel

Evaluation:

Successful completion of test and obtaining food handler's permit

Unit 1: SANITATION

Goals objective:

Learn proper storage techniques and temperatures for food handling and storage

Rationale:

Prevent foodborne illnesses
Prevent spoilage

Content

1. Handout on temperatures
2. Film "Sanitation, Why all the Fuss?"

Procedure

1. Discuss chart
2. View film and do work sheet at end of film

Materials:

Temperature chart handout
Film "Sanitation- Why All the Fuss?"

Evaluation:

Work sheet at end of film

Unit 2: Safety

Goals objective:

- Teach proper fire prevention techniques for food service
- Teach school fire drill procedure

Rationale:

- Prevent fires and enable student to react in timely fashion to emergency situation

Content	Procedure
1. Film "Kitchen Fire Safety"	1. View film and do work sheet at end of film
2. Handout copy of school fire drill procedures	2. Practice fire drill
3. Use of fire extinguisher	3. Demonstration by KFP personnel

Materials:

- Film "Kitchen Fire Safety"
- Work sheets for film
- Copies of school fire drill policies

Evaluation:

- Demonstration by student of proper fire safety techniques

Unit 2: SAFETY

Goals objective:

Learn safe use of equipment and how to car for it

Rationale:

To prevent injury to students while operating equipment

Content

1. Film "preventing Machine Injuries"
2. "Hands on" time in the lab

Procedure

1. View film, hands on
2. Equipment, work sheet at end of film

Materials:

Film "Preventing Machine Injuries"
Work sheets for film
Lab equipment

Evaluation:

Demonstration by student of safe operating procedures

UNIT 3: MEAT COOKERY

Goals objectives:

- Teach methods of meat cookery.
- Teach holding temperatures for holding meats.

Rationale:

Basic skill needed to successfully produce meat items

- | Content |
|-------------------------|
| 1. Cooking methods |
| 2. Holding temperatures |

- | Procedure |
|-------------------------|
| 1. Text chapter of beef |
| 2. Review handout |

Materials:

Text

Evaluation:

Demonstration by students

UNIT 3: MEAT COOKERY

Goals objective:

Teach grades of meat and cuts of meat

Rationale:

This knowledge is needed for proper ordering of meat for production

- Content
1. Meat grades

2. Cuts of meat

- Procedure
1. Text chapter on beef
 2. Text chapter on pork

Materials:

Text- "Food preparation of hotels, restaurants, and cafeterias"

Evaluation:

Hand in work sheet at end of class

UNIT 3: MEAT COOKERY

Goals objective:

Portion control of meats and other food service items.

Rationale:

Portion control is one of the most important concepts to teach students for success in the foods industry

Content

1. Controlling food costs
2. Portion control devices

Procedure

1. View film "Controlling food costs"
2. Text chapter on stationary tools and equipment

Materials:

Film and study sheet
Text

Evaluation:

Hand in study sheet and student demonstration of techniques

Unit 4: Soup and Sauce Cookery

Goals objective:

Teach proper methods for preparing soups and stocks.

Rationale:

Once student has learned stocks, then a variety of soups and sauces may be made from these.

Content

1. Stocks
2. Soups

Procedure

1. Text chapter on soups and stocks
2. text chapter on soups and stocks

Materials:

Text, "Food preparation for Hotels, Restaurants, and Cafeterias.

Evaluation:

Demonstration by student.

Unit 4: Soups and sauces

Goals Objective:

Teach basic principles of sauce cookery. Teach the four mother sauces.

Rationale:

Sauces are used extensively in food service. Learning the four mother sauces enables students to make the secondary sauces.

Content

1. Roux and thickening agents
2. Four mother sauces
3. Lab experience

Procedure

1. Text, chapter on Sauces and Gravies.
2. Lecture
3. Make Sauces using various thickening agents.

Materials:

Textbook
Ingredients for sauces and thickening agents

Evaluation:

Student demonstration.

Unit 5: Vegetable Cookery

Goals objective;

Teach proper cooking and holding methods and temperatures for vegetables.

Rationale;

To enable the student to produce quality vegetable dishes.

Content

1. Cooking methods
2. Holding methods and temperatures.

Prodedure

1. Text, chapter vegetable prep.
2. Lecture and laboratory exploration.

Materials;

Textbook
Vegetables for preparation

Evaluation;

Vegetables produced by students during lab time.

Unit 5: Vegetable Cookery

Goals Objectives:

Teach how to select, clean and store vegetables

Rationale:

Proper techniques need to be followed when handling vegetables.

Content

1. Selection of vegetables
2. cleaning and storing vegetables.

Procedure

1. Lecture
2. Text, chapter vegetable prep.

Materials:

textbook

Evaluation:

Student demonstration during food production time in class.

UNIT 6: PANTRY

Goals objective:

Teach methods of making and types of salad dressings.
Teach different ideas for garnishing salads.

Rationale:

Dressings and garnishes add much to the taste and eye appeal of menu items.

- | Content |
|--------------------|
| 1. Salad dressings |
| 2. Garnish |

- | Procedure |
|--|
| 1.. Chapter-"Salads and salad dressings" |
| 2. Demonstration by instruction |

Materials:
Text

Evaluation:

Appearance and flavor of student produced items in food service.

Unit 6: Pantry

Goals Objective:

Teach proper cold kitchen techniques. Teach construction of salads and how to present them.

Rationale:

Basic food service pantry station skills.

Content	Procedure
1. Salad preparation	1. Text, chapter Salads and salad dressings
2. Storage techniques	2. Lecture

Materials:

Textbook
Vegetables needed for salads.

Evaluation:

Students production of quality salads during food production time.

Unit 6: Pantry

Goals Objective:

Teach proper sandwich making techniques.

Rationale:

This is one of the most popular items on the luncheon menu in a restaurant and one of the duties of the pantry person.

Content

1. Sandwiched
2. Study time
3. Production

Procedure

1. Filmstrip "Sandwiches, hot and cold"
2. Worksheet on material covered in filmstrip.
3. Laboratory experience during serving times.

Materials:

Filmstrip

Worksheets

Pantry station and ingredients in laboratory

Evaluation:

Students hand in work sheet, also production of quality sandwiches during food service time.

Unit 7: Dessert Cookery

Goals objective:

Teach proper sanitization and use of ice creams machinery.

Rationale:

This is a piece of equipment that most all food service workers will encounter during the course of their employment. Also one of the most important to know how to sanitize properly due to potential bacteria growth in the combination of milk and sugar used in the mix.

Content

1. Soft-serve machine
2. Sanitation
3. Production

Procedure

1. Tear down and put together
2. Sanitation of machine
3. Set up machine for production

Materials:

Soft serve machine
Bleach, buckets and water
Shake mix

Evaluation:

Student Demonstration.

Unit 7: DESSERT COOKERY

Goals objective:

Teach how to make gelatins, puddings and ice creams.

Rationale:

Introduce students to variety of deserts available to be produced in food service.

- Content
1. Gelatins
 2. Puddings
 3. Ice-creams

- Procedure
1. Lecture and Lab experience
 2. Same as above
 3. Demonstration of machinery

Materials:

Ingredients for gelatins ,puddings, and ice-creams.
Soft serv machine and all of the somponents

Evaluation:

Products made by students during lab experience and for sale during food service time.

Unit 8: WAITER/WAITRESS

Goals objective:

Teach proper ways of writing tickets and turning them in to the cooks

Rationale:

Basic skill needed for successful completion of orders in food service

Content	Procedure
1. Abbreviations	1. Hand out xeroxed lists
2. Writing and adding tickets	2. Math textbook
3. Writing and reading tickets	3. Students will write and read aloud tickets handed to each other

Materials:

Pencils
Ticket books
Math textbooks
Lists of abbreviations

Evaluation:

Student writing and reading of tickets

Unit 8: WAITER/WAITRESS

Goals objective:

- Handling of daily till.
- Counting and making change
- Balance sheet at end of shift

Rationale:

Proper handling of money is essential for all food service personnel

Content

1. Cashiers daily work sheet
2. Cashiers daily work sheet

Procedure

1. Math text Chapter 11
2. Complete problems 1-5

Materials:

Math text "Math Principles for Food Service Occupation"

Evaluation:

Assignment handed in

Unit 9: STANDARDIZED RECIPES

Goals objective:

Teach how to convert standardized recipes for use in food service

Rationale:

Recipes will now always fit volume of food service student is involved in

Content

1. Converting recipes

Procedure

1. Math text--Chapter 6
Assign Problems 1-10

Materials:

Text--"Math Principles for Food Service Occupations"

Evaluations:

Assignment handed in by students

Unit 9: STANDARDIZED RECIPES

Goals objectives:

Teach techniques of portion control as related to standardized recipes

Rationale:

Standardized recipes are used as portion control means in food service

Content	Procedure
1. Cost per serving	1. Lecture and math text Chapter 5
2. Amounts to prepare	2. Lecture and math text Chapter 5
3. Estimate number of servings	3. Lecture and math text Chapter 5

Materials:

Text "Math Principles for Food Service Occupations"

Evaluation:

Assignment handed in by student

Unit 9: STANDARDIZED RECIPES

Goals objective:

Review basic math principles of fractions, decimals, and the mil

Rationale:

These skills are needed to successfully convert a standard recipe

Content	Procedure
1. Fractions	1. Math text-Chapter 1-3
2. Decimals	2. Math text-Chapter 1-3
3. Mil	3. Math text-Chapter 1-3
4. Assignment	4. Work sheet

Materials:

Text-"Math Principles for Food Service Occupations"

Evaluation:

Handing in work sheet

Unit 9: STANDARDIZED RECIPES

Goals Objective:

Introduce student to importance of using standardized recipes

Rationale:

Standardized recipes are used throughout all food service

Content

1. Following recipes
2. Following recipes

Procedure

1. Film strip "Following Recipes"
2. Work sheet with film

Materials:

Film strip "Following Recipes"
Work sheet

Evaluation:

Work sheet handed in

Unit 10: JOB INTERVIEW AND RESUME

Goals objective:

Have students write a useable resume for use in summer employment search

Rationale:

Students need to know how to present themselves for interview

Content

1. Resume
2. Interview

Procedure

1. Work sheets for resume
2. Practice interview questions by role playing

Materials:

Handouts: Resume work sheets
Interview do's and don't's
Practice interview questions

Evaluation:

Student will hand in resume

COMMERCIAL FOODS

COURSE TITLE: Commercial Foods-Breakfast and Baking HOURS 90 CREDIT 1

COURSE DESCRIPTION: Class will introduce student to safety, sanitation, use, and care of restaurant equipment; measurements, weights, and use of standardized recipes. Breakfast and bakery items will be served in the dining room.

TOTAL UNITS 10

UNIT 1: SANITATION Hours: 3

Learning Objectives:

- A. Food handlers permit (test)
- B. Health Dept. inspection regulations
- C. Holding and storage temperatures
- D. Personal hygiene on the job
- E. Storage methods

UNIT 2: SAFETY Hours: 3

Learning Objectives:

- A. Use and care of equipment
- B. Fire drill procedures
- C. House safety rules

UNIT 3: EGG COOKERY Hours: 10

Learning Objectives

- A. Structure and content of eggs
- B. Cooking temperatures
- C. Cooking methods of eggs
- D. Plate presentation

UNIT 4: BATTERS, DOUGHS, AND PASTES Hours: 3

Learning Objectives

- A. Techniques of mixing dough batters
- B. Techniques of cooking doughs and batters

UNIT 5: BREAKFAST LINE COOKING Hours: 30

Learning Objectives

- A. Pancakes-temperatures and methods
- B. Hashbrowns--temperatures and methods
- C. Breakfast meats

UNIT 6: WEIGHTS AND MEASURES Hours: 2

Learning Objectives

- A. Use of balance scales
- B. Portion control
- C. Measuring and scaling devices

UNIT 7: LEAVENING AGENTS Hours: 3

Learning Objectives

- A. Yeast products
- B. Steam and air leavened products
- C. CO₂ raised products

UNIT 8: WAITER AND WAITRESS Hours: 3

Learning Objectives

- A. Taking an order
- B. Writing customer tickets
- C. Turning order into cooks
- D. Picking up and delivering orders
- E. Counting and making change
- F. Balancing daily cash till

UNIT 9: STANDARDIZED RECIPES Hours: 3

Learning Objectives

- A. Importance and use in the industry
- B. Converting standard recipes

UNIT 10: BAKERY PRODUCTION Hours: 30

Learning Objectives

- A. Produce baked goods for dining room service
- B. Produce baked goods as needed to fill special orders.

UNIT 1: SANITATION

Goals objective:

Learn proper sanitation practices for use in food service
as outlined by the state Dept. of Social and Health Services

Rationale:

Teach students state requirements for food handlers permit.
Teach proper sanitization procedures for food service surfaces.

Content	Procedure
1. Mixing proper strength bleach sanitizing solution (50ppm)	1. Each student will mix solution and test with litmus paper.
2. Food handlers handbooks	2. Discuss each item Chapters 1-6

Materials:

Food and beverage service workers manual.
Bleach
Litmus paper

Evaluation:

Proper solutions being mixed.
Successfully obtaining food handlers permit

UNIT 1: SANITATION

Goals objective:

Learn proper storage techniques and temperatures for food holding and storage

Rationale:

Prevent foodborne illnesses and spoilage

Content

1. Temperatures
2. Sanitation

Procedure

1. Handout on temperatures and discuss
2. Film "Sanitation; why all the fuss?" Do work-sheet at end of film.

Materials:

Temperature chart handout
Film

Evaluation:

Work sheet at end of film

UNIT 1: SANITATION

Goals objective:

Food handlers permit

Rationale:

Students must obtain permit before beginning to prepare and serve food for public consumption.

Content

1. Information from Health Department
2. Food handlers permit

Procedure

1. Lecture by Health Department personnel
2. Test administered

Materials:

As provided by Health Department personnel

Evaluation:

Obtain food handler's permit

UNIT 2: SAFETY

Goals objective:

Learn safe use of equipment and how to care for it

Rationale:

To prevent injury to students while operation equipment

Content

1. Machine and equipment.

Procedure

1. View film "Preventing injuries", hands on time in lab, work sheet on film

Materials:

Film
Work sheets
Lab equipment

Evaluation:

Hand in work sheet and demonstration of proper use of equipment by students

UNIT 2: SAFETY

Goals objective:

- Teach proper fire prevention techniques for food service.
- Teach school fire drill procedures

Rationale:

Prevent fires and enable student to react in timely fashion to emergency situations.

Content	Procedure
1. Fire safety	1. Film "Kitchen, fire safety" Do work sheet at end of film
2. Fire drill procedure	2. Practice fire drill
3. Use of fire extinguisher	3. Demonstration and practice by Kennewick Fire Department

Materials:

- Film
- Worksheets
- Fire drill policies

Evaluation:

- Demonstration by students

Unit 3: EGG COOKERY

Goals objective;

- Teach content and structure of eggs
- Demonstrate plate presentation of eggs

Rationale:

By knowing content and structure of eggs you can implement and understand the different cooking techniques and reasons behind them

Content

1. Lecture "Egg Structure"
2. Plate presentation

Procedure

1. By instructor
2. Demonstration by instructor

Materials:

- Lecture notes
- Eggs
- Plates
- Garnish

Evaluation:

- Student trial and feedback

Unit 3: EGG COOKERY

Goals objective:

Teach proper cooking times, temperatures, and techniques of eggs

Rationale:

So students may successfully prepare and present breakfast to customers

Content

1. Film strip "Egg Cookery"
2. Actual preparation

Procedure

1. View film strip and complete study guides
2. Each student will fry and flip his own egg

Materials:

Film strip "Egg Cookery"
Egg pans
Eggs

Evaluation:

Color, appearance, texture, and flavor of eggs cooked

Unit 4: BATTERS

Goals objective:

Teach what a batter is
Observe and discuss different mixing methods for batter products, pancakes, and muffins

Rationale:

To ensure producing batter products of uniform quality

Content

1. Muffin and quickbread preparation
2. "Batters, what are they and how do we use them?"
3. Pancake batter

Procedure

1. Assign quickbread chapter in textbook
2. Lecture by instructor
3. Introduce recipe and mix batter

Materials:

Textbook
Lecture notes
Pancake batter recipe
Ingredients as listed on recipes

Evaluation:

Satisfactory production of pancakes and muffins

Unit 4: DOUGHS

Goals objective:

Teach difference between dough and batter.

Teach proper techniques of mixing and baking yeast raised doughs

Rationale:

To have students learn proper dough handling techniques

Content	Procedure
1. Yeast raised breads	1. Film strip "Yeast Raised Breads" Film strip "Yeast Raised Rolls"
2. Roll doughs and sweet doughs	2. Assign chapter in text book

Materials:

Film strips, "Yeast Raised Breads"
"Yeast Raised Rolls"

Evaluation:

Students will produce yeast raised products for sale in restaurant food service

Unit 4: BATTERS AND DOUGHS , continued

Goals objective:

Demonstrate proper proofing and baking techniques for yeast raised products.

Teach proper baking techniques of batter products

Rationale:

Once mixing and handling are mastered proper baking techniques must be used to ensure a quality product

Content	Procedure
1. Proofing doughs	1. Each student will mix dough and "proof" it
2. Baking doughs	2. Each student will bake dough product
3. Baking batters	3. Each student will bake muffins

Materials:

Recipes: White bread

Orange muffins

Ingredients as listed on recipes

Evaluation:

Sample and taste by class and instructor of products

Unit 5: BREAKFAST COOKING

Goals objective:

Teach students basics of breakfast and line cooking.
Stress techniques such as organization, set up, flow and rythm

Rationale:

In basic line cooking all of the techniques for food service cooking of short order items are stressed

Content

1. Short order cooking
2. Flow and rythm

Procedure

1. Film strip
2. Classroom demonstration

Materials:

Film strips
lab equipment
Breakfast food items

Evaluation:

Demonstration by students during breakfast presentation

Unit 5: BREAKFAST AND LINE COOKING

Goals objective:

- To show proper method of cooking hashbrowns.
- To show difference between hashbrowns from raw potatoes and hashbrowns from pre-cooked potatoes
- To learn how to properly cook breakfast meats both on the grill and in the oven

Rationale:

This introduces the student to grill work and also to basic meat cookery

Content	Procedure
1. Hashbrowns	1. Classroom demonstration
2. Breakfast meats	2. Classroom demonstration

Materials:

Hashbrowns
Breakfast meats
Lab equipment

Evaluation:

Demonstration by students of items and techniques discussed

Unit 5: BREAKFAST AND LINE COOKING

Goals objective:

Introduce students to actual food service breakfast production

Rationale:

By seeing actual kitchen in action students get broader perspective of food service

Content

1. Breakfast production

Procedure

1. Field trip to restaurant

Materials:

Van

Evaluation:

Class discussion of field trip

Unit 6: WEIGHTS AND MEASURES

Goals objective:

Teach how weights and measures figure into total operating picture of food service and how to apply them to recipes

Rationale:

This basic skill is needed for figuring quantities to prepare

- Content
1. Weights, measures, and recipes
 2. Practice principals

- Procedure
1. Math test- Chapter 4
 2. Problems 1-8- assignment

Materials:

Math text "Math Principles for Food Service Occupations"

Evaluation:

Assignments handed in by students

Unit 6: WEIGHTS AND MEASURES

Goals objective:

Teach use of all the measuring devices found in the kitchen

Rationale:

By proper weighing and measuring consistency of products is insured

Content

1. Measuring introduction
2. Balance scale
3. Measure practice

Procedure

1. Film strip on equipment
2. Explanation by instructor and use by students
3. Measure various amounts of flours, sugars, etc.

Materials:

Film strips
Balance scale
Measuring devices

Evaluation:

Demonstration by students in lab.

Unit 6: WEIGHTS AND MEASURES: PORTION CONTROL

Goals objective:

To stress importance of portion control on food costs, customer satisfaction and quality

Rationale:

Portion control is one of the most important ideas to teach students for success in the food industry

Content

1. Controlling food costs
2. Portion control devices
3. Review of weights, measures, and portions

Procedure

1. Film "Controlling Food Costs"
2. Chapter- "Stationary Tools and Equipment"--Text
3. Film study guide

Materials:

Film "Controlling Food Costs"
Textbook
Study guide

Evaluation

Hand in study sheet

Unit 7: LEAVENING AGENTS

Goals objective:

To introduce the students to the various methods of leavening baked products and reasons behind them

Rationale:

Not all leavened products are done so by the same leavening agent

Content

1. Review yeast raised products
2. Steam and air leavened products

Procedure

1. Class discussion and question and answer period
2. Film strip- "Puff Paste and Choux Paste products" and worksheet

Materials:

Filmstrip--"Puff Paste and Choux Paste Products"

Evaluation:

Completion of work sheet handed in

Unit 7: LEAVENING AGENTS

Goals objective:

Further explore leavening agents

Rationale:

Knowledge of all types of leavening agents and how to use them gives a good basis for introducing baking

Content

1. CO₂ leavened products
2. Discuss differences between products in texture, appearance, and keeping qualities

Procedure

1. Film strip "Quickbreads"
2. Class discussion led by teacher

Materials:

Film strip "Quickbreads"

Examples of products made by the various leavening agents

Evaluation:

Discussion feedback from students

Unit 8: WAITER/WAITRESS

Goal objective:

Teach importance of courtesy in food service

Rationale:

Most food service customers are driven away by discourteous personnel

Content

1. Courtesy
2. Courtesy practice

Procedure

1. Film "Food Service is People Service"
2. Role playing by students

Materials:

Film--"Food Service Is People Service"

Evaluation:

Student performance

Unit 9: STANDARDIZED RECIPES

Goals objective:

Teach how to convert standardized recipes for use in food service

Rationale:

Recipes will now always fit volume of food service student is involved in

Content

1. Converting recipes

Procedure

1. Math text Chapter 6
Assign problems 1-10

Materials:

Text "Math Principles For Food Service Occupations"

Evaluations:

Assignment handed in by students

Unit 9: STANDARDIZED RECIPES

Goals objective:

Teach techniques of portion control as related to standardized recipes

Rationale:

Standardized recipes are used as portion control means in food service

Control	Procedure
1. Cost per serving	1. Lecture and math text Chapter 5
2. Amounts to prepare	2. Lecture and math text Chapter 5
3. Estimate number of servings	3. Lecture and math text Chapter 5

Materials:

Text--"Math Principles for Food Service Occupations"

Evaluation:

Assignment handed in by student

Unit 8: WAITER/WAITRESS

Goal objective:

Reinforce principles of proper grooming and hygiene of all food service workers especially in customer

Rationale:

Students need to learn these basic grooming principles for successful future placement in food service

Content

- 1.. Grooming
2. Discussion

Procedure

1. Film "How Do You Look When It Counts"
2. Do work sheet after film

Material:

Film "How Do You Look When It Counts"
Work sheets

Evaluation:

Work sheet handed in and student appearance

Unit 9: STANDARDIZED RECIPES

Goals Objective:

Review basic math principles of fractions, decimals, and the mill

Rationale:

These basic skills are needed to successfully convert a standard recipe

Content	Procedure
1. Fractions	1. Math text Chapter 1-3
2. Decimals	2. Math text Chapter 1-3
3. Mil	3. Math text Chapter 1-3
4. Assignment	4. Work sheet

Materials:

Text "Math Principles for Food Service Occupations"

Evaluations:

Handing in work sheet

Unit 9: STANDARDIZED RECIPES

Goals objective:

Introduce student to importance of using standardized recipes

Rationale:

Standardized recipes are used throughout all food services

Content

1. Following recipes
2. Following recipes

Procedure

1. Film strip-"Following Recipes"
2. Work sheet with film

Materials:

Film strip-"Following Recipes"
Work sheet

Evaluation:

Work sheet handed in

Unit 10: BAKING PRODUCTION

Goals objective:

Quantity production methods for baked products
Bakery on sit exploration

Rationale:

To introduce students to concepts of large quantity bakery
production

Content

1. Bakery production

Procedure

1. Field trip to bakery

Materials:

Van

Evaluation:

Class discussion of observations

Unit 10: BAKERY PRODUCTION

Goals objective:

Teach students basic principles behind making pie crusts and fillings

Rationale:

Basic skill needed for students interested in pursuing baking as a vocation

Content

1. Pies-introduction
2. Pie crusts
3. Fillings

Procedure

1. Film strip "Pies" and work sheet
2. Lecture and lab time
3. Lecture and lab time
-(students will make a pie)

Materials:

Film strip "Pies"

Evaluation:

Baked products of students

Unit 11: JOB INTERVIEW AND RESUME

Goals objectives:

Have students write a useable resume for use in summer employment search

Rationale:

Students need to know how to present themselves for interview

Content

1. Resume
2. Interview

Procedure

- 1.. Work sheets for resume
2. Practice interview questions by role playing

Materials:

Handouts: Resume work sheets
Interview do's and dont's
Practice interview questions

Evaluation:

Student will hand in resume

COMPUTER PROGRAMMING

COURSE GOAL

Problem Definition
Algorithm Writing
Coding
Debugging
Documentation

The 1984 Summer COMPUTER B.A.S.I.C. class will be an introductory class to the programming language B.A.S.I.C. utilizing APPLE micro-computers.

The successful student should be able to complete a program in B.A.S.I.C. in good "Top Down Programming Style" and with each of the five above areas complete. Each student will complete eight programs with the ninth program being their final exam.

UNIT I will consist of 10 hours of instruction in:
Problem Definition

UNIT II will consist of 12 hours of instruction in:
Algorithm Writing

UNIT III will consist of 12 hours of instruction in:
Coding

UNIT IV will consist of 12 hours of instruction in:
Debugging

UNIT V will consist of 8 hours of instruction in:
Documentation

Problem Solving

Performance Objective: Demonstrated ability to define a problem minutely.

Rationale: For accurate writing of the Algorithm and Coding

CONTENT

1. Problem Definition

PROCEDURE

1. Classroom discussion of class assignment
2. Demonstration & Lecture

Materials:

Pencil & Paper
Computer & Printer
Word Processing Software

Evaluation:

Hand in paper defining class program assignment.

Algorithm Writing

Performance Objective: Demonstrated ability to write an english Algorithm.

Rationale: For accurate coding to any programming language

CONTENT

1. Writing the Algorithm

PROCEDURE

1. Classroom discussion of class assignment
2. Lecture

Materials:

Pencil & Paper
Coding Manual
Computer & Printer
Word Processing software

Evaluation:

Hand in written Algorithm for class assignment

Coding

Performance Objective: Ability to properly code a program utilizing a written Algorithm and "Top Down Programming"

Rationale: Facilitating structured programming

CONTENT

1. Code
2. Practice

PROCEDURE

1. Lecture
2. Work on assigned programming problem

Materials

Coding Manual
Coding Sheets
Computer & Printer

Evaluation:

Turn in program sheets

Debugging

Performance Objective: Demonstrated ability to debug a program in BASIC.

Rationale: To complete and refine the program.

CONTENT

1. Practice

PROCEDURE

1. At the computer keyboard

Materials:

Computer

Evaluation:

Turn in printout of completed program

Turn in printout of program data

Documentation

Performance Objective: Demonstrated ability to document a program for a situation to another person not knowledgeable about computer programming.

Rationale: Must be able to explain the use of a program to another user.

CONTENT

1. Writing Documentation
2. Practice

PROCEDURE

1. Lecture
2. Document program assignment

Materials

Word Processing Software

Computer

Printer

Evaluation:

Turn in documentation of class programming assignment.

COURSE GOAL

Problem Definition
Algorithm Writing
Coding
Debugging
Documentation

The 1984 Summer COMPUTER B.A.S.I.C. class will be an introductory class to the programming language B.A.S.I.C. utilizing APPLE micro-computers.

The successful student should be able to complete a program in B.A.S.I.C. in good 'Top Down Programming Style' and with each of the five above areas complete. Each student will complete eight programs with the ninth program being their final exam.

UNIT I will consist of 30 hours of instruction in:
Problem Definition

UNIT II will consist of 12 hours of instruction in:
Algorithm Writing

UNIT III will consist of 20 hours of instruction in:
Coding

UNIT IV will consist of 25 hours of instruction in:
Debugging

UNIT V will consist of 5 hours of instruction in:
Documentation

Problem Solving

Performance Objective: Demonstrated ability to define a problem minutely.

Rationale: For accurate writing of the Algorithm and Coding

CONTENT

1. Problem Definition

PROCEDURE

1. Classroom discussion of class assignment
2. Demonstration & Lecture

Materials:

Pencil & Paper
Computer & Printer
Word Processing Software

Evaluation:

Hand in paper defining class program assignment.

Algorithm Writing

Performance Objective: Demonstrated ability to write an english Algorithm.

Rationale: For accurate coding to any programming language

CONTENT

1. Writing the Algorithm

PROCEDURE

1. Classroom discussion of class assignment
2. Lecture

Materials:

Pencil & Paper
Coding Manual
Computer & Printer
Word Processing software

Evaluation:

Hand in written Algorithm for class assignment

Coding

Performance Objective: Ability to properly code a program utilizing a written Algorithm and "Top Down Programming"

Rationale: Facilitating structured programming

CONTENT

1. Code
2. Practice

PROCEDURE

1. Lecture
2. Work on assigned programming problem

Materials

Coding Manual
Coding Sheets
Computer & Printer

Evaluation:

Turn in program sheets
Turn in printout of program

Debugging

Performance Objective: Demonstrated ability to debug a program in P.A.S.I.C.

Rationale: To complete and refine the program.

CONTENT

1. Practice

PROCEDURE

1. At the computer keyboard

Materials:

Computer

Evaluation:

Turn in printout of completed program

Turn in printout of program data

Documentation

Performance Objective: Demonstrated ability to document a program for explanation to another person not knowledgeable about computer programming.

Rationale: Must be able to explain the use of a program to another user.

CONTENT

1. Writing Documentation
2. Practice

PROCEDURE

1. Lecture
2. Document program assignment

Materials

Word Processing Software

Computer

Printer

Evaluation:

Turn in documentation of class programming assignment.

DATA PROCESSING

DATA PROCESSING
CURRICULUM; SUMMER SCHOOL

PROGRAM GOALS;

ACCOUNTING SESSION: THE GOAL OF THE SUMMER SESSION IN ACCOUNTING IS TO INTRODUCE THE STUDENT TO ACCOUNTING ACTIVITIES DONE ON THE MICROCOMPUTER.

GENERAL SESSION: THE GOAL OF THE SUMMER SESSION IN THE GENERAL COURSE IS TO INTRODUCE THE STUDENT TO THE APPLICATION OF WRITTEN INFORMATION PROCESSING ON THE MICROCOMPUTER.

DATA PROCESSING
COURSE DESCRIPTION

SUMMER SESSION (ACCOUNTING): THIS 90 HOUR COURSE IS INTENDED TO PROVIDE THE HANDS-ON TRAINING IN PROCESSING FINANCIAL INFORMATION ON THE MICROCOMPUTER. STUDENTS WHO SUCCESSFULLY COMPLETE THE COURSE WILL BE ABLE TO PROCESS ACCOUNTS RECEIVABLE, ACCOUNTS PAYABLE, AND GENERAL LEDGER INFORMATION USING THE COMPUTER. THEY WILL UNDERSTAND TERMINOLOGY USED IN DATA PROCESSING AS WELL AS JOB OPPORTUNITIES IN THE INDUSTRY.

(GENERAL SESSION): STUDENT WILL LEARN HOW TO USE THE COMPUTER TO PROCESS WRITTEN INFORMATION. AN UNDERSTANDING OF DATA PROCESSING TERMINOLOGY AND JOB OPPORTUNITIES IN THE INDUSTRY WILL BE GIVEN. STUDENTS WHO SUCCESSFULLY COMPLETE THIS 90 HOUR COURSE WILL BE ABLE TO WRITE REPORTS, LETTERS, AND OTHER WRITTEN INFORMATION ON THE MICROCOMPUTER. THEY WILL KNOW HOW TO STORE, ENTER, AND RETRIEVE WRITTEN INFORMATION USING THE "APPLEWRITER II" SOFTWARE.

DATA PROCESSING
SUMMER SESSION
COURSE GOALS

ACCOUNTING SESSION: THE COURSE WILL BE TAUGHT USING BUSINESS SIMULATIONS AND EXERCISES DESIGNED TO TEACH STUDENTS HOW TO PROCESS FINANCIAL TRANSACTIONS ON THE MICROCOMPUTER. STUDENTS WILL LEARN THE CARE AND USE OF COMPUTER SOFTWARE AND HARDWARE, THEIR FUNCTIONS AS WELL AS HOW TO USE A STANDARD INPUT SHEET TO TRACK INFORMATION, HOW TO VERIFY DATA, HOW TO ENTER, STORE, AND RETREIVE FINANCIAL DATA AS WELL AS BASIC TERMINOLOGY USED IN THE INDUSTRY AND JOB OPPORTUNITIES AVAILABLE FOR QUALIFIED DATA PROCESSING PERSONNEL.

GENERAL SESSION: STUDENTS WILL LEARN HOW TO USE THE APPLEWRITER II SOFTWARE TO PROCESS WRITTEN INFORMATION BY USING A WORKBOOK AND COMPLETING HANDS-ON PROJECTS IN CLASS. STUDENTS WILL PROCESS A REPORT USING THE PROGRAM. STUDENTS WILL ALSO LEARN TO USE THE VISICALC PROGRAM TO PROCESS NUMERIC DATA AND WILL COMPLETE SEVERAL PROJECTS DESIGNED TO ALLOW THEM PRACTICE WITH THE VISICALC PROGRAM. STUDENTS WILL ALSO BE GIVEN BASIC TERMINOLOGY, CARE AND USE OF THE HARDWARE AND SOFTWARE AND JOB OPPORTUNITIES WITHIN THE INDUSTRY.

DATA PROCESSING
SUMMER SESSION
COURSE UNITS

ACCOUNTING:

UNIT 1: INTRODUCTION 15HRS.

- * TAVC RULES & INFORMATION
- * COURSE CONTENT
- * INTRO: STUDENTS/TEACHER
- * COMPUTER HARDWARE
- * COMPUTER SOFTWARE
- * CARE & USE OF DISKS
- * HOW TO LOAD A COMPUTER PROGRAM
- * KEYBOARDING
- * TERMINOLOGY
- * JOB OPPORTUNITIES
- * EDUCATION & CAREER DEVELOPMENT

UNIT 2: ACCOUNTING & THE COMPUTER 15HRS

- * REVIEW OF ACCOUNTING PRINCIPLES
- * DATA VERIFICATION
- * INPUT SHEETS
- * PROCESSING G/L INFORMATION
- * CHART OF ACCOUNTS
- * OPENING BALANCES
- * OPERATING THE 10-KEY CALCULATOR

UNIT 3: ACCOUNTS PAYABLE CLERKS

- * JOB DESCRIPTION
- * DATA VERIFICATION
- * INPUT SHEETS
- * PROCESSING DATA
- * OUTPUT: A/P LEDGERS
- * WRITING CHECKS
- * DISCOUNTS & RETURNS
- * 10-KEY PRACTICE

UNIT 4: ACCOUNTS RECEIVABLE CLERKS

- * JOB DESCRIPTION
- * DATA VERIFICATION
- * INPUT SHEETS
- * PROCESSING DATA
- * OUTPUT: A/R LEDGERS
- * CUSTOMER STATEMENTS
- * CREDIT APPROVAL AND COLLECTION

* DISCOUNTS & RETURNS

UNIT 5 PROJECT: BUSINESS SIMULATION 30HRS

- * INPUT SHEETS
- * DATA VERIFICATION
- * PROCESSING SALES
- * PROCESSING A/P
- * PROCESSING A/R
- * CLOSING THE BOOKS

GENERAL:

UNIT 1: INTRODUCTION 15HRS

- * TAVC RULES & INFORMATION
- * COURSE CONTENT
- * INTRO: STUDENTS/TEACHER
- * COMPUTER HARDWARE
- * COMPUTER SOFTWARE
- * CARE & USE OF DISKS
- * HOW TO LOAD A COMPUTER PROGRAM
- * KEYBOARDING
- * TERMINOLOGY
- * JOB OPPORTUNITIES
- * EDUCATION & CAREER DEVELOPMENT

UNIT 2: INTRODUCTION TO THE APPLEWRITER II SOFTWARE 30HRS

- * WORKBOOKS
- * MOVING THE CURSOR
- * CAPITALIZATION
- * STORAGE & RETREIVAL
- * MOVING TEXT
- * EDITING
- * FIND/ REPLACE FUNCTIONS
- * DELETE AND RETREIVAL OF TEXT

UNIT 3: VISICALC. AN INTRODUCTION 15HRS

- *LOADING AND SAVING TEXT
- *MOVING THE CURSOR
- *COMMANDS

UNIT 4: VISICALC CONTINUED 30HRS

- *GO TO COORDINATE
- *SUM FUNCTION
- *PRINTING TEXT

LESSON PLANS

DAY 1. ACCOUNTING

GOALS: UNDERSTAND TAVC POLICIES AND CLASS RULES OF CONDUCT.
INTRODUCE STUDENTS/TEACHER
INTRODUCE COMPUTER HARDWARE AND SOFTWARE
LEARN TO LOAD A COMPUTER PROGRAM

RATIONALE: BASIC INFORMATION NEEDED BY ALL STUDENTS.
FUNDAMENTAL INSTRUCTIONS.

CONTENT:

STUDENTS WILL BE GIVEN COPIES OF THE TAVC RULES AND THE COURSE SYLLABUS. THESE WILL BE READ AND DISCUSSED BY THE STUDENTS AND TEACHER.

STUDENTS WILL BE GIVEN NAME TAGS AND INTRODUCE THEMSELVES TO THE REST OF THE CLASS.

STUDENTS WILL FILL OUT ALL NECESSARY INFORMATION NEEDED BY THE OFFICE SUCH AS HEALTH CARDS AND REGISTRATION FORMS.

TEACHER WILL INTRODUCE HERSELF AND TELL STUDENTS WHAT WILL BE COVERED AND WHAT WILL BE EXPECTED OF THEM DURING THE CLASS.

TEACHER WILL DEMONSTRATE WHAT COMPONENTS MAKE UP HARDWARE, SOFTWARE AND "CANNED" PROGRAMS. A WORKBOOK WILL BE PASSED OUT AND THE FIRST CHAPTER DISCUSSED IN CLASS. THIS CHAPTER COVERS HOW THE COMPUTER WORKS AND HOW TO USE A DISK PROPERLY. A QUIZ WILL BE GIVEN ON HOW TO USE A COMPUTER CORRECTLY. STUDENTS WHO PASS THE QUIZ WILL BE ALLOWED TO PLAY GAMES ON THE COMPUTER. STUDENTS WHO DO NOT PASS THE QUIZ WILL REVIEW THE MATERIAL AGAIN AND RETAKE THE QUIZ. THIS WILL BE CONTINUED UNTIL ALL STUDENTS SUCCESSFULLY PASS THE QUIZ.

PROCEDURES:

- DISCUSSION
- DEMONSTRATION
- LECTURE
- QUIZ
- HANDS-ON

MATERIALS:

- OVERHEAD PROJECTOR
- COMPUTER HARDWARE
- COMPUTER DISKS

EVALUATION:

STUDENTS WILL SUCCESSFULLY PASS A WRITTEN QUIZ.
TEACHER WILL OBSERVE STUDENTS USING THE EQUIPMENT. LOADING A PROGRAM, TURNING ON AND OFF THE EQUIPMENT AND USING SAFE WORK PRACTICES DURING CLASS.

LESSON PLAN
DAY 2-5 ACCOUNTING

GOALS: STUDENTS WILL REVIEW DAY 1 INFORMATION. STUDENTS WILL REVIEW ACCOUNTING PRINCIPLES. STUDENTS WILL RECEIVE LIST OF TERMINOLOGY USED IN THE COMPUTER INDUSTRY. STUDENTS WILL LEARN ABOUT CAREER OPPORTUNITIES WITHIN THE COMPUTER INDUSTRY.

RATIONALE: KNOWLEDGE OF ACCOUNTING PRINCIPLES ESSENTIAL TO REMAINDER OF CLASS. STUDENTS MAY NEED TO REVIEW HOW TO OPERATE THE COMPUTER. INDUSTRY INFORMATION IS IMPORTANT TO THOSE STUDENTS CONSIDERING A COMPUTER CAREER.

CONTENT:

INSTRUCTOR WILL SHOW A FILM ON CAREER OPPORTUNITIES IN THE COMPUTER INDUSTRY. FOLLOWING THE FILM THE CLASS WILL DISCUSS THEIR INDIVIDUAL INTERESTS IN COMPUTERS AND CAREER GOALS. THE INSTRUCTOR WILL HAND OUT A SHEET COVERING COMPUTER TERMINOLOGY AND SOME OF THE MOST IMPORTANT TERMS WILL BE EMPHASIZED TO THE STUDENTS.

INSTRUCTOR WILL REVIEW THE COMPUTER COMPONENTS, BOTH HARDWARE AND SOFTWARE. STUDENTS WILL DEMONSTRATE TO EACH OTHER AND THE INSTRUCTOR HOW TO LOAD A COMPUTER PROGRAM AND THE OPERATION OF THE KEYBOARD. INSTRUCTOR WILL EXPLAIN HOW THE COMPUTER IS USED TO PROCESS FINANCIAL INFORMATION. A QUIZ WILL BE GIVEN TO STUDENTS COVERING BASIC ACCOUNTING INFORMATION. THE ACCOUNTING/PROGRAM AND WORKBOOK WILL BE HANDED OUT TO THE STUDENTS AND THE FIRST CHAPTER WILL BE DISCUSSED BY THE CLASS AND THE INSTRUCTOR. STUDENTS WHO COMPLETE THE ACCOUNTING QUIZ SATISFACTORILY WILL BE ALLOWED TO BEGIN THE WORKBOOK. STUDENT WHO DO NOT PASS THE QUIZ WILL REMAIN IN THE CLASSROOM FOR ADDITIONAL LECTURE AND REVIEW ON ACCOUNTING PRINCIPLES.

PROCEDURES:

- SHOW & TELL
- STUDENT DEMONSTRATION/TEACHING
- DISCUSSION
- LECTURE
- DEMONSTRATION
- QUIZ
- REVIEW

MATERIALS:

- COMPUTER
- WORKBOOKS
- SOFTWARE
- OVERHEAD PROJECTOR

FILM OR SLIDE PRESENTATION
EVALUATION:
QUIZ
OBSERVATION BY INSTRUCTOR

LESSON PLAN
DAY 6-7 ACCOUNTING

GOALS: STUDENTS WILL KNOW HOW TO USE THE COMPUTER TO SET UP A CHART OF ACCOUNTS FOR A SMALL COMPANY.

STUDENTS WILL BE FAMILIAR WITH SOME OF THE TERMINOLOGY USED IN THE WORKBOOK AND WITHIN THE COMPUTER INDUSTRY.

STUDENTS WILL COMPLETE A PROJECT CONSISTING OF PUTTING A CHART OF ACCOUNTS IN THE COMPUTER.

RATIONALE: THE PROJECT WILL GIVE STUDENTS HANDS-ON TRAINING ON THE COMPUTER. TERMINOLGY IS BASIC TO THE REMAINDER OF CLASS AND TO UNDERSTANDING THE WORKBOOK AND ASSIGNMENTS.

CONTENT:

STUDENTS WILL SPLIT INTO GROUPS OF TWO STUDENTS EACH AND HAVE A TERMINOLOGY CONTEST. THE WINNING TEAM WILL RECEIVE A FREE LUNCH OR BREAKFAST AT THE CAFETERIA.

STUDENTS WILL REVIEW THE CHAPTER ON CHART OF ACCOUNTS AND BEGIN THE CHART OF ACCOUNTS PROJECT ON THE COMPUTER. STUDENTS WHO DID NOT PASS THE ACCOUNTING EXAM WILL REMAIN IN CLASS FOR ADDITIONAL HELP ON ACCOUNTING PRINCIPLES. STUDENTS WHO COMPLETE THE CHART OF ACCOUNTS PROJECT DURING CLASS TIME WILL TURN THE PROJECT IN FOR GRADING.

PROCEDURES:

CONTEST
DISCUSSION
LECTURE
HANDS-ON

MATERIALS:

COMPUTER
WORKBOOK
OVERHEAD PROJECTOR

EVALUATION:

QUESTION/ANSWER
OBSERVATION

LESSON PLAN
DAY 8-10 ACCOUNTING

GOALS:

STUDENTS WILL COMPLETE OPENING BALANCES IN THEIR CHART OF ACCOUNTS.

STUDENTS WILL LEARN HOW TO COMPLETE AN INPUT SHEET TO RECORD OPENING BALANCES IN THE COMPUTER.

STUDENTS WILL LEARN HOW TO VERIFY DATA BEFORE INPUTTING INFORMATION INTO THE SYSTEM.

STUDENTS WILL BE MORE KNOWLEDGEABLE ABOUT COMPUTER TERMINOLOGY.

STUDENTS WILL LEARN HOW TO OPERATE A 10 KEY CALCULATOR.

RATIONALE:

CONTINUATION OF COURSE

CONTENT:

STUDENTS WILL COMPLETE A QUIZ ON TERMINOLGY USED IN THE COMPUTER INDUSTRY FROM THE SHEET HANDED OUT BY THE INSTRUCTOR IN DAY2.

STUDENTS WHO HAVE NOT COMPLETED THE CHART OF ACCOUNTS PROJECT WILL DO SO AT THIS TIME. STUDENTS WHO HAVE COMPLETED THE PROJECT AND HAD IT CHECKED WILL NOW PUT IN OPENING BALANCES INTO THE PROJECT VIA THE INPUT SHEET. STUDENTS WILL BE GIVEN A 10 KEY WITH WHICH TO PRACTICE VERIFICATION TECHNIQUES. THEY WILL BE SHOWN HOW THE CALCULATOR WORKS AND HOW TO USE IT AND WILL COMPLETE SOME EXERCISES BEFORE PROGRESSING ONTO THE PROJECT.

PROCEDURES:

REVIEW
LECTURE
DEMONSTRATE
ONE-ON-ONE HELP

MATERIALS:

COMPUTER
WORKBOOK
10 KEY CALCULATOR

EVALUATION:

OBSERVATION
CHECK OUTPUT
TEST

LESSON PLAN

DAY 11-15 ACCOUNTING

GOALS:

STUDENTS WILL BE INTRODUCED TO THE JOB OF AN ACCOUNTS PAYABLE CLERK.

RATIONALE:

CONTINUATION OF COURSE

CONTENT: .

STUDENTS WILL LEARN HOW TO VERIFY INFORMATION AND COMPLETE AN ACCOUNTS PAYABLE INPUT SHEET.

STUDENTS WILL PRACTICE THE 10 KEY CALCULATOR. STUDENTS WILL LEARN HOW TO RECORD DISCOUNTS ON PURCHASES AND ACCOUNTING FOR MERCHANDISE RETURNED TO THE VENDOR.

STUDENTS WILL COMPLETE A PROJECT DESIGNED FOR AN ACCOUNTS PAYABLE CLERK.

PROCEDURES:

REVIEW OF WORKBOOK
LECTURE
QUESTION AND ANSWER
DEMONSTRATION
HANDS-ON

MATERIALS:

OVERHEAD PROJECTOR
CHALKBOARD
COMPUTER
WORKBOOK

EVALUATION:

OBSERVATION
COMPLETED PROJECTS
QUESTION/ANSWER SESSION
WORKBOOK QUESTIONS

LESSON PLAN
DAY 16-20 ACCOUNTING

GOALS: STUDENTS WILL BE INTRODUCED TO THE JOB OF AN ACCOUNTS RECEIVABLE CLERK.

RATIONALE: CONTINUATION OF COURSE

CONTENT:

STUDENTS WILL READ THE WORKBOOK CHAPTER DEALING WITH A/R CLERK. THE CLASS WILL DISCUSS THE JOB AND HOW IT IS DONE. THE TEACHER WILL DEMONSTRATE WHAT FUNCTIONS ARE NECESSARY IN PERFORMANCE OF THE A/R CLERK POSITION.

STUDENTS WILL COMPLETE A PROJECT IN THE WORKBOOK COVER AN ACCOUNTS RECEIVABLE CLERK'S POSITION. THE STUDENTS WILL CONTINUE TO PRACTICE 10 KEY SKILLS. THEY WILL TURN IN A COMPLETED PROJECT FOR GRADE.

PROCEDURES:

LECTURE
DEMONSTRATION
HANDS-ON
QUESTIONS/ANSWERS

MATERIALS:

COMPUTER
WORKBOOK
10 KEY
OVERHEAD PROJECTOR
CHALKBOARD

EVALUATION:

COMPLETED PROJECTS
OBSERVATION
QUESTION/ANSWER

LESSON PLAN
DAY 21-30 ACCOUNTING

GOALS:

TO COMPLETE A MAJOR PROJECT COVERING ACCOUNTS PAYABLE, RECEIVABLE, AND SALES AS WELL AS GENERAL LEDGER SET UP AND THE CHART OF ACCOUNTS.

RATIONALE: IF STUDENTS HAVE UNDERSTOOD THE PRIOR MATERIAL THEY SHOULD HAVE THE OPPORTUNITY TO COMPLETE A PROJECT THAT WILL REVIEW ALL TOPICS COVERED IN CLASS PREVIOUSLY.

CONTENT:

STUDENTS WILL BE GIVEN AN ASSIGNMENT TO COMPLETELY SET UP A COMPANY'S BOOKS, RECORD OPENING BALANCES, HANDLE SEVERAL ACCOUNTS PAYABLE INVOICES AND ACCOUNTS RECEIVABLE SALES ON THE COMPUTER. INSTRUCTOR WILL PROVIDE ONE ON ONE HELP TO EACH STUDENT IN ORDER TO COMPLETE THE PROJECT IN THE TIME ALLOWED.

PROCEDURES:

HANDS-ON
HELP SESSIONS
DISCUSSION

MATERIALS:

COMPUTER
WORKBOOK

EVALUATION:

OBSERVATION
COMPLETED PROJECTS

LESSON PLAN
DAY 1 GENERAL

GOALS:

UNDERSTAND TAVC POLICIES AND CLASS RULES OF CONDUCT
INTRODUCTION OF CLASS MEMBERS AND TEACHER
INTRODUCE THE COMPUTER
INTRODUCE DISKS

RATIONALE:

THIS INFORMATION IS BASIC KNOWLEDGE THAT MUST BE
UNDERSTOOD BY EVERY STUDENT.

CONTENT:

STUDENTS WILL BE GIVEN COPIES OF THE TAVC RULES AND
THE COURSE SYLLABUS. THESE WILL BE READ AND DISCUSSED BY THE
STUDENTS AND THE TEACHER.

STUDENTS WILL BE GIVEN NAME TAGS TO WEAR FOR THE FIRST
WEEK IN ORDER TO GET TO KNOW EACH OTHER. INSTRUCTOR WILL GIVE
AND INTRODUCTION OF HERSELF AND THE CAREER OPPORTUNITIES IN
THE COMPUTER INDUSTRY.

STUDENTS WILL FILL OUT NECESSARY FORMS FOR TAVC
RECORDS. INSTRUCTOR WILL EXPLAIN COMPONENTS OF THE COMPUTER.
HOW TO USE AND TAKE CARE OF EACH COMPONENT. WORKBOOKS WILL BE
HANDLED OUT TO THE STUDENTS AND THE FIRST CHAPTER WILL BE
COVERED IN CLASS. STUDENTS WILL COMPLETE LESSON 1 TEST AND
WILL BE GIVEN A LIST OF COMPUTER TERMINOLOGY TO STUDY.

STUDENTS WILL COMPLETE A QUIZ ON HOW TO USE A
COMPUTER. WHEN STUDENTS PASS THIS QUIZ THEY WILL BE ALLOWED
TO PLAY GAMES ON THE COMPUTER.

PROCEDURES:

DISCUSSION
DEMONSTRATION
LECTURE
QUIZ
HANDS-ON

MATERIALS

OVERHEAD PROJECTOR
COMPUTER & SOFTWARE

EVALUATION:

QUIZ
OBSERVATION
QUESTION/ANSWERS

LESSON PLAN
DAY 2-5 GENERAL

GOALS:

STUDENTS WILL LEARN HOW TO USE THE APPLEWRITER II PROGRAM TO WRITE INFORMATION ON THE COMPUTER.

RATIONALE:

COURSE CONTENT CONTINUED

CONTENT:

STUDENTS WILL BREAK UP INTO GROUPS OF TWO. THE CLASS WILL HAVE A CONTEST TO SEE WHICH GROUP KNOWS MORE TERMINOLOGY. WINNING GROUP WILL RECEIVE A FREE LUNCH AT THE CAFETERIA.

USING THE WORKBOOK AND SOFTWARE, THE STUDENTS WILL COMPLETE SMALL PROJECTS DESIGNED TO ALLOW THEM TO LEARN FUNCTIONS WITHIN THE APPLEWRITER II PROGRAM.

THEY WILL LEARN TO SAVE FILES, LOAD FILES, MOVE THE CURSOR, CORRECT ERRORS, INSERT AND DELETE TEXT.

PROCEDURES:

LECTURE
DEMONSTRATION
STUDENT-TEACHER DEMONSTRATION

MATERIALS:

WORKBOOK
COMPUTER
DISCUSSION
LECTURE

EVALUATION:

WORKBOOK EXERCISES
OBSERVATION
QUESTION/ANSWER
TEST
CONTEST

LESSON PLAN
DAY 6-10 GENERAL

GOALS: STUDENTS WILL CONTINUE TO LEARN NEW FUNCTIONS OF THE APPLEWRITER II PROGRAM.

RATIONALE: CONTINUATION OF COURSE CONTENT.

CONTENT:

STUDENTS WILL LEARN BY HANDS-ON AND WORKBOOK PROJECTS HOW TO DELETE WORDS AND PARAGRAPHS, REPLACE TEXT, MOVE TEXT FROM ONE PLACE TO ANOTHER, AND USE THE "FIND" SELECTION.

STUDENTS WILL COMPLETE A WRITTEN REPORT USING THE PROGRAM FUNCTIONS COVERED TO DATE.

PROCEDURES:

- HANDS ON
- DISCUSSION
- QUESTION/ANSWER
- WORKBOOK ASSIGNMENTS

MATERIALS:

- COMPUTER
- WORKBOOK
- REFERENCE MATERIAL

EVALUATION:

- QUESTIONS/ANSWERS
- WORKBOOK EXERCISES
- OBSERVATION

LESSON PLAN
DAY 11-15 GENERAL

GOALS:

STUDENTS WILL LEARN HOW TO USE THE PRINTER TO PRODUCE A HARD COPY OF WORK.

RATIONALE:

STUDENTS MUST KNOW HOW TO USE A PRINTER ON THE JOB.

CONTENT:

STUDENTS WILL COMPLETE THE WORKBOOK SECTION ON HOW TO USE THE PRINTER. THEY WILL ANSWER THE QUESTIONS AT THE END OF EACH APPLICABLE CHAPTER AND TURN IN FOR GRADE. THEY WILL THEN PROCEED TO PRINT SEVERAL COPIES OF THEIR REPORT USING DIFFERENT PRINTER FORMAT SPECIFICATIONS AVAILABLE. EACH PRINTING WILL BE TURNED IN FOR GRADE.

PROCEDURE:

LECTURE
DISCUSSION
DEMONSTRATION
WORKBOOK ASSIGNMENTS

MATERIALS:

OVERHEAD
COMPUTER
WORKBOOK

EVALUATION:

EXERCISES
WRITTEN PROJECTS
OBSERVATION
QUESTION/ANSWERS

LESSON PLAN
DAY 16-20 GENERAL

GOALS: STUDENT WILL BE INTRODUCED TO THE VISICALC PROGRAM.

RATIONALE: COURSE CONTENT

CONTENT:

STUDENTS WILL LEARN HOW THE VISICALC PROGRAM WORKS, HOW TO SET UP A WORKSHEET, AND ENTER DATA INTO THE PROGRAM. THE LESSON WILL COVER LOADING, SAVING AND DELETING TEXT, MOVING THE CURSOR AND ENTERING DATA. FORMATTING AND TEXT RETREIVAL/DELETION AND MOVING INFORMATION WITHIN THE WORKSHHET WILL ALSO BE DEMONSTRATED.

PROCEDURES:

HAND-OUT
DEMONSTRATION
LECTURE
HANDS-ON

MATERIALS:

COMPUTER
PROGRAM/DATA DISKS
OVERHEAD PROJECTOR
EXERCISES

EVALUATION:

OBSERVATION
COMPLETED EXERCISES
QUESTION/ANSWERS

LESSON PLAN
DAY 21-30

GOALS: STUDENTS WILL CONTINUE WORKING ON VISICALC.
STUDENTS WILL LEARN HOW TO PRINT TEXT ON PRINTER

RATIONALE:
COURSE CONTENT

CONTENT:

STUDENTS WILL LEARN HOW TO FIX TITLES, SUM COLUMNS AND ROWS AND PRINT INFORMATION ON THE PRINTER. THE STUDENTS WILL THEN BE ASSIGNED 4-6 PROJECTS THAT THEY CAN COMPLETE USING THE INFORMATION PRESENTED PREVIOUSLY.

PROCEDURES:
LECTURE
DEMONSTRATION
QUESTION/ANSWER
HANDS-ON

MATERIALS:
PROJECTS
OVERHEAD

EVALUATION:
COMPLETED PROJECTS
OBSERVATION
QUESTION/ANSWERS

DATA PROCESSING
CURRICULUM: FALL SESSION

PROGRAM GOAL:

THE GOAL OF THE DATA PROCESSING FALL YEAR IS TO TRAIN ENTRY
LEVEL DATA PROCESSORS

DATA PROCESSING
COURSE DESCRIPTION

THIS ONE YEAR COURSE IS DESIGNED TO TRAIN ENTRY LEVEL DATA PROCESSORS. STUDENTS SUCCESSFULLY COMPLETING THIS COURSE WILL BE ABLE TO WRITE REPORTS AND LETTERS ON THE COMPUTER, AS WELL AS DO ENTRY LEVEL BOOKKEEPING. THEY WILL BE QUALIFIED TO ASSUME RESPONSIBILITY AS AN ACCOUNTS PAYABLE CLERK, ACCOUNTS RECEIVABLE CLERK, PAYROLL CLERK, DATA ENTRY CLERK AND ASSISTANT BOOKKEEPERS USING THE MICROCOMPUTER. STUDENTS WILL LEARN THESE CONCEPTS VIA TEXTBOOK, LECTURE AND HANDS ON APPLICATION OF "CANNED" COMPUTER PROGRAMS.

STUDENTS WILL LEARN DATA PROCESSING TERMINOLOGY AS WELL AS INDUSTRY CAREER DEVELOPMENT TECHNIQUES REQUIRED TO ESTABLISH A CAREER IN THE FIELD OF DATA PROCESSING.

DATA PROCESSING
TAVC FALL SESSION

UNIT 1. 15HRS INTRODUCTION

- * TAVC RULES & INFORMATION
- * COURSE CONTENT
- * INTRO: STUDENTS/TEACHER
- * COMPUTER HARDWARE
- * COMPUTER SOFTWARE
- * CARE & USE OF DISKS
- * HOW TO LOAD A COMPUTER PROGRAM
- * KEYBOARDING
- * TERMINOLOGY
- * JOB OPPORTUNITIES
- * EDUCATION & CAREER DEVELOPMENT

UNIT 2. 45 HRS. APPLEWRITER

- * WORKBOOKS
- * MOVING THE CURSOR
- * CAPITALIZATION
- * STORAGE & RETRIEVAL
- * MOVING TEXT
- * EDITING
- * FIND/REPLACE FUNCTIONS
- * DELETION/REPLACING TEXT
- * YOUR GOALS AND ATTITUDE
- * WRITING A REPORT: WORK HABITS

* WRITING A

RESUME

UNIT 3. 45 HRS. VISICALC

- * MOVING THE CURSOR
- * INPUT/OUTPUT
- * LOAD/RETRIEVE INFORMATION
- * FORMULAS
- * EDITING
- * PRINTING
- * SUM, AVG., & COUNT COMMANDS
- * GLOBAL COMMANDS
- * FORMAT COMMANDS
- * MOVE (FROM * TO *)
- * PROJECTS USING VISICALC

UNIT 4. 30 HRS END OF QTR. PROJECTS (QTR 1)

- * REPORT
- * CAREER DEVELOPMENT

- * TESTS
- * TERMINOLGY QUIZ
- * LETTER OF APPLICATION
- * APPLICATION FORM
- * JOB SEARCHING TECHNIQUES
- * GUEST SPEAKER
- * VISICALC PROJECT

QUARTER 2.

UNIT 1. 45 HRS ACCOUNTING PRINCIPLES

- * TEXTBOOKS, WORKBOOKS, ASSIGNMENTS
- * THE CHART OF ACCOUNTS
- * DEBITS/CREDITS
- * ASSETS/LIABILITIES
- * OWNER EQUITY
- * INCOME
- * COSTS
- * EXPENSE
- * "T" ACCOUNTS
- * INPUT SHEETS FOR THE COMPUTER
- * TESTS & QUIZZES

UNIT 2. 45 HRS ACCOUNTING PRACTICE

- * DATA ENTRY
- * ANALYZING TRANSACTIONS
- * BANK RECONCILIATIONS
- * PETTY CASH FUNDS
- * DISCOUNTS/RETURNS
- * INPUT SHEETS
- * AUDIT TRAILS

UNIT 3. 45HRS A/P. A/R & G/L CLERK

- * ACCOUNTS PAYABLE
- * ACCOUNTS RECEIVABLE
- * GENERAL LEDGER
- * TESTS AND QUIZZES

QUARTER 3

UNIT 1. 45 HRS. ADVANCED BOOKKEEPING

- * PAYROLL
- * QUARTERLY REPORTS
- * INTERCOMPANY TRANSFERS
- * FINANCIAL STATEMENTS

UNIT 2. 45 HRS. YEAR-END ADJUSTMENTS

- * ADJUSTING THE GENERAL LEDGER
- * INVENTORY ADJUSTMENTS
- * DEPRECIATION OF ASSETS
- * ACCOUNTING FOR BAD DEBTS
- * VOIDING O/S CHECKS

UNIT 3. 45 HRS THE COMPLETE ACCOUNTING CYCLE

- * BUSINESS SIMULATION PROJECT I.
- * BUSINESS SIMULATION PROJECT II.

QUARTER 4. REVIEW

UNIT 1. 15 HRS. WRITING ON THE COMPUTER

- * APPLEWRITER REPORT

UNIT 2. 15 HRS. VISICALC REVIEW

- * VISICALC PROJECTS

UNIT 3. 15 HRS ACCOUNTING REVIEW

- * ACCOUNTING SIMULATION

UNIT 4. 45 HRS. JOB HUNTING & CAREER DEVELOPMENT

- * RESUME
- * INTERVIEWING
- * JOB APPLICATIONS
- * CAREER DEVELOPMENT

IN ADDITION. EACH WEDNESDAY WILL BE SET ASIDE TO COVER PERTINENT BUSINESS TOPICS. STUDENTS WILL BE EXPECTED TO WEAR OFFICE ATTIRE WHEN ROLE PLAYING SUBJECTS ARE COVERED. THE LIST OF TOPICS TO BE DISCUSSED ARE LISTED BELOW. THE LIST IS NOT ALL INCLUSIVE. SOME TOPICS MAY NOT BE COVERED AND OTHERS NOT ON THE LIST MAY BE COVERED IF THE STUDENTS DECIDE TO DISCUSS OTHER SUBJECTS:

THE HISTORY OF COMPUTERS
POSITIVE MENTAL ATTITUDE
CORPORATE GAMES
WORK HABITS
CAREER AWARENESS/INTERESTS
VALUES & TEMPERMENT
BUSINESS STRUCTURE
TELEPHONE ETIQUETTE

JOB HUNTING
GOAL SETTING
INTERVIEWS
DRESS FOR SUCCESS
JOB PERFORMANCE ANALYSIS
GUEST SPEAKERS
FIELD TRIPS
BUSINESS LAW
CREDIT
TAX SHELTERS
RESEARCHING YOUR JOB
WHERE WILL YOU LIVE
COMMUNICATIONS: PLEASE UNDERSTAND ME
STOCKS & INVESTMENTS
CAREER DEVELOPMENT
COLLEGE EDUCATION: FOR YOU ?
FUNDING A COLLEGE EDUCATION
DRUGS AND ALCOHOL ON THE JOB
STRESS & HOW TO HANDLE IT
DIET & NUTRITION
RELAXATION THERAPY

DATA PROCESSING
SUMMER SESSION
LESSON PLANS

ACCOUNTING:

UNIT # 1

GOALS OBJECTIVE; FOR THE STUDENTS TO GET TO KNOW ABOUT TAVC, OUR RULES REGULATIONS AND EXPECTATIONS. FOR THE STUDENTS TO GET TO KNOW EACH OTHER AND THE INSTRUCTOR. TO INTRODUCE THE STUDENTS TO THE COMPUTER.

RATIONALE; ESSENTIAL INFORMATION TO THE COURSE AND FOR STUDENTS PERSONAL INFORMATION.

CONTENT:

1. NAME TAGS
2. INTRODUCTIONS
3. COMPUTER HARDWARE
4. COMPUTER SOFTWARE
5. SAFETY, CARE, AND USE OF THE COMPUTER.
6. TERMINOLOGY
7. HISTORY & FUTURE OF THE COMPUTER
8. JOB OPPORTUNITIES, EDUCATION AND CAREER DEVELOPMENT

PROCEDURES:

1. GROUP PARTICIPATION
2. LECTURE
3. DEMONSTRATION
4. QUESTIONS/ANSWER SESSION
5. STUDENT DEMONSTRATION AND HANDS ON USE.
6. QUIZ

MATERIALS:

1. OVERHEAD PROJECTOR
2. NAME TAGS
3. COMPUTER
4. SOFTWARE/DISKS
5. COPY OF TAVC RULES AND COURSE OUTLINE.
6. TERMINOLOGY SHEET
7. TEXT/WORKBOOKS.

EVALUATION;

STUDENTS WILL DEMONSTRATE HOW TO TURN THE COMPUTER ON, LOAD A PROGRAM, AND HOW TO SHUT THE COMPUTER OFF.

STUDENTS WILL PASS A QUIZ WITH A GRADE OF 75% OR BETTER IN
COMPUTER COMPMNENTS AND OPERATING RULES AND TERMINOLOGY.

HEALTH OCCUPATIONS

	TAVC
COURSE TITLE	Nurse Assistant/Clerical
HOURS	90
CREDIT	1
DESCRIPTION	This introductory class is designed to provide the student with beginning skills in clerical tasks to assist the doctor, dentist or nurse in an office, hospital or clinic. (Typing skills preferred) (90 hours of 360-450 hour program)

TOTAL UNITS IV

UNIT I: Introduction to World of Work as a Clerical Nurse Assistant

At the completion of this introductory unit, the student shall:

- A. .Determine attitudes and personal qualifications necessary to the job.
- .Show awareness of importance in personal hygiene and appearance.
- .Use appropriate communication skills toward patients and co-workers in classroom/lab.
- .Show concern for the welfare of patients, clients, etc.
- B. .Accept responsibility for own actions in every working situation.
- C. .Interpret and describe fully the three main categories in a unit clerks job description.
- List examples of each.
- .Recognize the parts of a typical H.C. Institution.
- .Recognize the parts of a typical patient unit in class/lab.
- D. .Discuss the legal physician-patient relationship and the support role of each licensed professional and para professional on the health team.
- .Discuss the difference between legal aspects and ethical considerations.
- .Apply guidelines of ethical behavior in patient care related situations.
- .Maintain always confidential information.

15 hrs.

UNIT II: Selected Medical Terms and Common Abbreviations

At the completion of this introductory unit, the student shall:

- A. .Correctly spell, pronounce and define the medical terms presented.

- .Recognize selected word elements and their meanings.
 - .Use the rules for formulating medical terms.
 - .Define selected terms relating to medical/nursing diagnosis and disease.
 - .Spell and use correctly common medical abbreviations.
- B. .Recognize ten body systems and selected parts therein.
- C. .Demonstrate fundamental medical aseptic techniques.
- D. .Acquaint self with selected tools and instruments, including personal care items common to patient care on a typical nursing unit/medical office setting.

30 hrs.

UNIT III: Introduction to Medical/Hospital/Clinic Records and Communications

At the completion of this introductory unit, the student shall:

- A. .Describe and subsequently use the proper telephone and intercom communication techniques in simulated settings.
- .Create and verbally analyze written messages and composition of same in simulated settings.
- .Define kinesics and the importance of body language and voice tone in the process of communication. Demonstrate faithfully in job situations.
- B. .Assemble a mock patient chart.
- .List and describe common supplemental chart forms.
- .Organize the patients record in an acceptable manner for an office visit.
- .Assist the patient in completing information on Admission/Discharge form(s).
- .Originate selected requisition slips to selected departments.
- .Recognize selected data in completing Washington state insurance form.
- .Maintain a mock patient chart for a predetermined time period.

30 hrs.

UNIT IV. Computer Data Entry Retrieval

At the completion of this introductory unit, the student shall:

- A. .List and describe common micro computer components.
- .Commit to memory prepared glossary of computer terms.

- .Identify input devices.
 - .Develop a familiarity with the keyboard.
 - .Recognize concept of garbage in - garbage out.
- B.
- .Enter data according to system instructions.
 - .Evaluate information displayed on CRT. Correct for error.
 - .Store correct information in appropriate manner.
 - .Exercise care in maintaining input information.
 - .Enter command for terminal store.
- C.
- .Retrieve and print selected information on system printer, ie hard copy.
 - .Recognize departments within a health care facility where orders in patient care interface efficiently, ie Dietary, Laboratory.
 - .Remember, computers process information.
- D.
- .Practice and be evaluated on beginning skills in:
 1. signing on
 2. cursor movement
 3. entering data
 4. verifying orders (info)
 5. inquiry about orders (info) -
 6. correcting mistakes
 7. deleting orders
 8. notifying other departments
 9. contingency planning, ie computer down

25 hrs.

Conclusion: Students shall:

- .Assist in naming the program
- .Evaluate the program

PARTS DISTRIBUTION

PARTS DISTRIBUTION
Summer School Curriculum

Program Description:

This will be an introductory class covering parts catalogues, business operations, and customer relations.

PARTS DISTRIBUTION
Summer School Curriculum

Course Goals:

- Introduction to Industry
- Orientation to General and Trade Safety
- Introduction to Catalogues
- Introduction to Business Operations
- Introduction to Customer Relations

The student will be able to find the correct part number for common automotive parts in the parts catalogues.

The student will know how to properly fill out; sales forms, parts requisitions and order forms.

The student will be able to wait on customers in a helpful friendly way.

T A V C

TRI-CITY AREA VOCATIONAL CENTER
SUMMER CURRICULUM

COURSE TITLE: Parts Distribution HOURS 90 CREDIT

COURSE DESCRIPTION:

TOTAL UNITS 5

UNIT I: Introduction To Industry HOURS 3

Learning Objectives:

- 1 - History
- 2 - Automotive Parts Store
- 3 - Automotive Dealership Parts Department
- 4 - Automotive Parts Wholesaler or Warehouse

UNIT II: General Trade Safety HOURS 6

Learning Objectives:

- 1 - Fire Safety
- 2 - Chemical Safety
- 3 - General Safety

UNIT III: Parts Catalogues HOURS 39

Learning Objectives:

- 1 - Finding appropriate catalogue for a given part
- 2 - General Catalogue useage
- 3 - Price Sheets and Pricing Structure
- 4 - Catalogue Maintenance Pg. 77

UNIT IV: Business Operations HOURS 36

Learning Objectives:

- 1 - Customer Order Requisitions
 - A. Write down Pg. 53
- 2 - How to write on invoice Pg. 61
 - A. Handwriting Pg. 19
 - B. Shop Job Requisitions
 - C. Sales forms - counter tickets

UNIT IV: Continued

- 3 - Filling Customer Orders
 - A. Inventory
 - B. Daily Orders
 - C. Order Filling Pg. 107
 - D. You must reorder Pg. 65
- 4 - Merchandise Receiving Pg. 115
 - A. Checking in order
 - B. Stocking order
- 5 - The Paper Chase
 - A. Voiding tickets Pg. 69
 - B. Parts returns and credits
 - C. Cores and junk Pg. 87
 - A - Everything has a value Pg. 81
 - D. Return of exchanged merchandise Pg. 139

UNIT V: Customer Relations HOURS 6

Learning Objectives:

- 1 - Waiting on Customers Pg. 57
- 2 - Handling counter complaints Pg. 93

LESSON PLAN

Unit 1: Introduction to Automotive Parts Trade.

Goals Objective: To familiarize the student with the automotive parts industry.

Content: 1. History of the automobile.
2. Comparison of: Automotive parts store
Automotive dealership
Automotive parts department
Automotive parts wholesaler or warehouse
3. Their function in the automotive parts industry.

Rationale: To give the student a picture of the parts industry, its needs and what jobs are available to the student.

Procedures: Lectures, films.

Materials: Films - So you want to work in an auto parts dealership; the automobile social and economic impact.

Evaluation: Classroom discussion, written quiz.

Total Time: 3 hours.

LESSON PLAN

Unit II: General Trade Safety.

Goal Objective: To learn the potential safety hazards related to the automotive parts industry.

- Content:
1. Fire Safety: learn the proper use of fire extinguishers; know fire extinguisher location; fire blanket location; fire alarm location; procedures in case of a fire.
 2. Chemical Safety: Safety hazards of; aerosol cans, R-12, gasket remover, cleaning solvents, ether.
 3. General Safety: learn to work safely with co-workers in a confined working area. Keep a clean working area to protect yourself and others.

Rationale: To enable the student to function safely in a parts store environment.

Procedures: Lecture, demonstration, tour.

Materials: Overhead transparencies, fire extinguisher, containers of; R-12, ether, gasket remover, paint and electrical cleaner.

Evaluation: Classroom discussion, written quiz and daily lab performance.

Total Time: 6 hours and daily evaluation.

LESSON PLAN

Unit III: Parts Catalogues

Goal Objective: To be able to correctly find common automotive parts in the parts catalogue and to be able to maintain the catalogues.

Content:

1. Finding the appropriate catalogue for a given part. Method of cataloguing. How to select the appropriate catalogue.
2. General catalogue useage. Methods of finding parts in catalogues. Cross referencing.
3. Price sheets and pricing structures - confidentiality of prices. Learning the price structures for different customers and why.
4. Catalogue maintenance. How to file catalogues, catalogue revisions and supplements. How and when to file price revisions.

Rationale: To enable the student to fill the customers need for a given part correctly and at the right price.

Procedures: Lectures, overhead presentation, handouts, reading assignments, work sheets and hands on catalogue usage.

Materials: Transparencies, work sheets, handouts and catalogues.

Evaluation: Graded work sheets, written test, lab performance.

Total Time: 39 hours.

LESSON PLAN

Unit IV: Business Operations.

Goal Objective: To be able to properly fill out invoices, requisitions and order forms to fill the customers needs.

Content:

1. Learn how to fill out a customer order requisition.
2. Learn how to fill out sales invoice.
3. Filling customer orders from inventory or by special order.
4. Merchandise receiving, checking in and stocking order.
5. Voiding invoices, filling out core return invoices and merchandise return invoices.

Rationale: To enable the parts person to function at his job he must be able to fill out invoices accurately.

Procedures: Lectures, overheard demonstration, handouts in formation, practice invoices, daily practice.

Materials: Transparencies, information sheets, invoices and practice work sheets

Evaluation: Graded practice sheets, graded practice invoices, graded test and daily re-evaluation.

Total Time: 36 hours and daily practice.

LESSON PLAN

Unit V: Customer relations.

Goal Objective: To be able to handle customer needs in a friendly courteous and timely way.

- Content:
1. Waiting on customers. The proper procedures to gain the information needed to fill the customers parts needs.
 2. Handling customer complaints. Proper approach and methods to use in handling customer complaints.

Rationale: Being able to deal with the public and understand your customers needs is of major importance to be a successful counterperson.

Procedures: Lecture, class discussion, mock up with students roll playing customers and counterperson in a problem solving situation. Information sheets. Daily practice.

Materials: Information sheets.

Evaluation: Evaluation of performance during class mock up and daily while dealing with customers needs.

Total Time: 6 hours.

RADIO TV PRODUCTION

**RADIO-TELEVISION COURSE GUIDE
(BASIC SUMMER PROGRAM)**

Course Goal:

The student will be able to understand broadcast station organization, operate a radio broadcast control room and appurtenant equipment, and operate basic video filming equipment. Additionally, the student will be able to read and write acceptable broadcast scripts.

(ADVANCED PROGRAM)

Course Goal:

The student will be able to manage others, market and promote the radio station, and give direction to the future growth of the station, additionally, the student will be able to market his/her own talents and abilities in the job market.

RADIO-TELEVISION COURSE GUIDE
(BASIC SUMMER PROGRAM)

Course Goal:

The student will be able to understand broadcast station organization, operate a radio broadcast control room and appurtenant equipment, and operate basic video filming equipment. Additionally, the student will be able to read and write acceptable broadcast scripts.

Course Description: Summer course will be 6 weeks long, with each week's unit of study as follows:
week:

1. Introduction, station organization, control room (radio)/equipment orientation
2. Control room operation (hands-on); announcing techniques, cueing, taping operations, recording
3. Practical application: on-air work
4. Traffic/network/continuity; public affairs/public service programming
5. News writing and delivery; sports programming
6. Television/video studio and portable equipment; operation and use.

(ADVANCED PROGRAM)

1. Techniques of management: interpersonal communication, delegating responsibility, supervision, assessment and evaluation.
2. Preparation of air-checks; telescoping techniques; personal skills assessment; preparation of applications
3. The station and the public: public relations, marketing and promotion; appointments, interviews and follow-up
4. Practical application: independent projects from weeks 1-3
5. Continue practicum
6. Program development (for next school year); station evaluation, staff selection, programming changes, evaluation of past year's operation, proposals for improvement.

Inventory and clean-up.

LESSON PLAN
(Beginning Radio-TV)

Unit: I Introduction/Orientation/Procedures/Rights & Responsibilities/Safety

Goals Objective: The students will know: What they will be expected to do during the term: what the TAVC is all about; what classroom standards are; what TAVC standards are; what KSD standards are; what safety procedures must be followed; how the course will operate.

Rationale:

Content

1. (explained above in unit description)

Procedures

1. Lecture; handouts; discussion

Materials: Handouts: course objectives & units; KSD policy, re: attendance, rights and responsibilities; TAVC (summer school) policy handout; classroom policy handout; safety handout; fire exit chalkboard drawing (and walk through); course grading policy.

Evaluation: Short written quiz on KSD, TAVC and classroom policy handouts; oral (non-graded) quizzing at random on class expectations and course content; discussion of the radio station/television studio equipment and what students will be working with and how it meets their goals and expectations.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio-TV Hours 90 Credit 1

COURSE DESCRIPTION: The student can, after successful completion, understand broadcast station organization, operate radio broadcast control room and appurtenant equipment, and operate music video filming equipment. Also, student will be able to read and write acceptable broadcast scripts.

TOTAL UNITS 14

UNIT I Broadcast Organization HOURS 1½ - 2

Learning Objectives:

- . Ownership
- . Managers
- . Directors
- . Staff
- . Duties/Responsibilities
- . (Overall) Contribution to total operation
- . Inter-Dependency/Teamwork

LESSON PLAN
(Beginning Radio/TV, Summer 84)

Unit: Broadcast Organization

Goals Objective: Students will learn how a typical station (radio or TV) is organized and managed, what part each position plays in the overall operation of the station, how the positions interact, what duties and responsibilities each position carries, and what the overall goals of a commercial operation are, and how each person in the station contributes to those goals.

Rationale: As the students prepare for entry level or school-operated station employment, they must understand how their skills and attitudes and responsibilities are vital to the overall operation's success.

Content

1. Ownership

2. Management

- a. general duties &
- b. station areas of responsibility
- c. programming of each position; contri-
- d. sales butions made by each.
- e. office

Directors

Staff

Procedures

1. Lecture; handout
(station organization)

2. Introduction of (student)
personnel who fill
the various positions,
short talk from each
of them.

Materials: Handout: station organization chart

Evaluation: At end of orientation period, students will be asked to fill in the chart handed out at the beginning of the unit with the names of the student employees in each position; quiz, duties and responsibilities of a broadcast staff; correct in class, record grades.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio T.V. Hours 90 Credit 1

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 2 The Control Room (orientation) HOURS 2-3

Learning Objectives:

- Turntable identification and operation
- Control console operation
- Cart machine operation
- Reel to reel operation
- Music rotation
- Program Log interpretation
 - meter reading/logging
- "Outside" announcers:
 - News
 - Sports
 - PA/PSA

LESSON PLAN
(Beginning, Summer 84)

Unit: Control room orientation

Goals objective: The students will learn how to operate the following pieces of equipment; turntables, control console, cartridge machine (playback mode only), hreel to reel (including threading); will also learn how to follow a music wheel, how to read and follow a program log, and how to read required meters; will learn how to set board for "outside" (studio "B") announcers.

Rationale: Industry required.

Content

1. Equipment named above

Procedures

1. Groups of three,
- lecture and (advanced student) demonstration of equipment; handout on various pieces; sample meter reading exercise.

Materials: Advanced student, control room, handouts.

Evaluation: Written quiz on equipment; written quiz on meters; "hands-on" demonstration of understanding of mechanical functions.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours 90 Credit 1

COURSE DESCRIPTION:

TOTAL UNITS _____

UNIT 3 Announcing HOURS (Continues through the
course) 12 to begining with

Learning Objectives:

- Announcing techniques
- Voice modulation
- Pitch
- Tone
- Expression/variety
- Program preparation
- Sources for announcer "bits"
- Time/temperature
- Backtiming
- Air-checking oneself

LESSON PLAN
(Beginning Radio, Summer 84)

Unit: Announcing techniques

Rationale: Industry required, training for school-station operation (for possible future staff).

Goals objective: Students will learn the various techniques of effective radio announcing, and gain experience through evaluated practices in the production studio, through use of the reel to reel records, and through employment of the cassette recorders, to produce taped records of their announcing.

Content

1. The voice: modulation, pitch, tone, expression/variety, control, breathing
2. Program preparation: sources for bits, "T & T", backtiming, self-conducted airchecks.

Procedures

2. Under (advanced student) supervision in the production studio, or with a reel to reel, or cassette recorder, students will make a demo tape (air check) of themselves "announcing".

Materials: Recorders, studio, practice logs, student-prepared "show" material: weather forecasts

Evaluation: Air checks will be evaluated (non-graded for the first three, graded after that) for voice, mechanical operation of equipment, program flow and timing. Evaluation to be done by instructor and/or advanced students.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours 90 Credit 1

COURSE DESCRIPTION:

TOTAL UNITS _____

UNIT 4 Mechanics of Boardwork HOURS 6 + continuing through
the course

Learning Objectives:

Transitions:

- Music to Music
- Music to Announcement
- Announcement to music
- Music to other program
- Program to music

Levels

- Flow
- Dead air

LESSON PLAN
(Beginning, Summer 84)

Unit: Mechanics of boardwork

Goals objective: Students will learn to "fine-tune" control board work, how to conduct smooth transitions, to maintain proper levels, to work toward smooth flow of material, and how to avoid dead air.

Rationale: Industry (and school station) required

Content

1. Segues
2. Voice-voice-voice announcements
3. Announcing "over"
4. Back announcing "into"
5. Program intros/extros
6. Levels
7. Flow: achievement and maintenance
8. Dead air...what to do to avoid.

Procedures

1. Students will be in control room or production studio under the supervision of either instructor or advanced student, conducting "hands-on" and taping the results.

Materials: Control room and/or production room, reel to reel tape.

Evaluation: Each air-check will be graded for mechanical operation, voice quality and use, and total program flow, to include reading.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNITS 5 Public Affairs HOURS 6 + project

Learning Objectives:

- Definition of P.A.
- Sources of information
- Using the phone
- Using the newspaper
- Evaluating the community needs
- Writing public affairs materials
- Arranging interviews
- Production involved in the final project
- Producing a public affairs program

LESSON PLAN
(Beginning, Summer 84)

Unit: Public Affairs

Goals Objective: Students will understand what public affairs programming is; will know of at least ten sources for public affairs material; will understand how public affairs contributes to the station's sound; will know and demonstrate the procedures for getting, editing and producing public affairs for the air.

Rationale: Not entry level requirement, but will give students an edge in either employment or in securing position on school station.

Content

1. Definition of PA
2. Sources of material
3. Use of the phone and newspaper
4. Evaluation of the community needs
5. Writing PA material
6. Arranging interviews
7. Production techniques
8. The finished program (project)

Procedures

1. Lecture, handout
2. Handout source list, discuss lecture
Analysis of news, talking to others
Lecture, role-play (w/advanced)
demonstration of inverted pyramid
news style, in-class assignment
demo (w/advanced student) in production
studio; hands-on practice
written assignment handout, timetable
for finishing, grading criteria

Materials:

Handouts as detailed above, advanced students, production studio and tapes, typewriters.

Evaluation: Written quizzes on #'s 1, 2, 4, 7; graded critique on #'s 6, 8. #'s 3 & 5 through general discussion.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 4 Public Service HOURS 3 + project

Learning Objectives:

- Recognition of legitimate agencies
- Sources of information
- Writing PSA's
- Production of PSA material, including final project

LESSON PLAN
(Beginning, Summer 84)

Unit: Public Service

Goals Objective: The students will learn the definition of public service, how it differs from other types of programming, where to look for public service information, how to recognize (legitimate) public service qualified agencies, how to write public service announcements, and how to produced taped public service announcements and/or programs for airing.

Rationale: Above entry level industry requirement, but will give students an edge in employment or in securing position on school station.

Content

1. Definition of public service
2. The "uniqueness" of PSA
3. Sources
4. Legitimacy of public service agency
5. Writing PSA's
6. Production of PSA's

Procedures

1. Handout, discussion
2. Discussion
3. Paper, phone book, government agencies examined in class forum for info
4. Direct questioning, discussion of tax-exempt status, verification of same, discussed in class and done in project setting.
5. Discussion, practical application in class (see PA unit)
6. See PA unit for production

Handouts, newspapers, phone books, tapes, cassettes and production studio.

Evaluation: Written quizzes on items 1, 2, 3, 4; graded critique on items 5 & 6.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 7 Traffic HOURS 9

Learning Objectives:

- Program log (review)
- Scratch sheets/broadcast orders
- Scratch to log
- Log typing
- Legal aspects of logs
- Program/announcement designation code
- Time duration
- Source code
- Dating/timing
- Discrepancy sheets
- Re-logging from discrepancy sheets

LESSON PLAN
(Beginning, Summer 84)

Unit: Traffic

Goals Objective: Students will learn how a program log is put together, how the process works, the importance of correct logging procedure, the legal aspects of the program log, and how to re-log discrepancies on the main program log.

Rationale: Industry standard requirement

Content

1. The program log: What it is
2. The log process in total
 - a. Broadcast order
 - b. Scratch sheets
 - c. Typed log
3. Correct (announcer) logging procedure
4. Legal aspects of the log
5. Discrepancy sheets and how to re-log

Procedures

1. Lecture w/handout of one page
2. Lecture w/handouts of each process
3. Overhead lecture w/students ffg. on their own blanks
4. Lecture/student example sheet to follow along with
5. Overhead/lecture/handout to follow

Materials: Handouts: pages of a typical program log; scratch sheet; broadcast order; overhead transparency & pens; handouts/overhead

Evaluation: Graded quiz (written) on items 1, 2, 3; written paper on item 4; hands-on demonstration of knowledge, item 5.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 8 Networks in broadcasting HOURS 2

Learning Objectives:

- National networks
- Regional
- Local
- Network feeds:
 - Phone line
 - Live
- Network logging (locally)
- Station I.D. with networks

LESSON PLAN
(Beginning, Summer 84)

Unit: Networks in broadcasting

Goals Objective: Students will learn why stations have national, regional and "special" networks, how the network feeds the station, what the network priorities do to the local priorities, how to log network needs, and how to conform to FCC rules and regs during network programming.

Rationale: Industry (and school station) requirement

Content	Procedures
1. Reasons for networks	1. Lecture
2. National networks & history	2. Lecture/handout
3. Regional networks	3. Handout
4. Special networks	4. Guest lecturer local lecture/handout
5. Network feeds	5. Overhead/handout/lecture
6. Network priorities	6. Lecture
7. Logging network	7. Worksheet
8. FCC rules/regs re network	8. Lecture/worksheet

Materials: handouts: network organization; overhead and pens, w/worksheets; FCC rules and regs handouts; blank log forms

Evaluation: Items 1, 2, 3, 4, 5, 6: written quiz
Items 7 & 8: hands-on written assignment, graded

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 9 Continuity HOURS 1

Learning Objectives:

- Receiving program tapes
- Cataloguing program tapes
- Distributing program tapes
- Returning program tapes
- Pre-paid returns
- Library rates

LESSON PLAN
(Beginning, Summer 84)

Unit: Continuity

Goals Objective: The students will learn how to properly record the reception of (mailed) taped programs, how to disseminate them to the proper department or person, how to catalogue them for referencing, how to properly prepare them for return and ensure that they are regularly and promptly returned.

Rationale:

Content

1. Continuity: definition
2. Receiving tapes
3. Cataloguing tapes
4. Distribution to department
5. Returning:
 - pre-paid
 - library rates

Procedures

1. Lecture
2. Demos of labels, library rate postage charts

Materials: Postage char, tape boxes (labelled)

Evaluation: short oral discussion and (non-graded) oral quiz at end of unit to ensure understanding.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 10 News Writing/Delivery HOURS 12 + project

Learning Objectives:

- News information sources
 - Paper
 - Police, city, county, schools, medical stations, teletype
- News writing
- News editing for broadcast
- Preparing for a newscast
- Editing pre-written copy
- Word choice
- News delivery "on-air"
 - Emphasis (vocal) of key points
 - Pre-reading
 - Marking for reading
 - Pronunciation guides
- News importance in broadcasting
- Accuracy importance of broadcast news
- News/editorial differentiation

LESSON PLAN
(Beginning, Summer 84)

Unit: News writing/delivery

Goals Objective: Students will learn where to find news, how to write, edit and prepare news script for broadcasting, and how to deliver news effectively; also, the importance of accuracy in the news, and the difference between news and editorial.

Rationale:

Content

Procedures

1. News information sources
2. Writing news
3. Editing for broadcast
4. Preparing script for broadcast
5. Delivering news
6. Accuracy in the news
7. News/editorial comment

1. Lecture
2. In-class exercise
3. In class exercise
4. In class exercise
5. On-air exercise
6. Lecture
7. Lecture

Materials:

Evaluation: Handed in news stories, items 2, 3, 4; quiz, items 1; demo tape item 5.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT // Sports Programming HOURS 12 + project

Learning Objectives:

- Sports information sources
 - Paper
 - Radio, TV
 - Local Coaches
- Sports awareness
 - Minor sports
 - Girls sports
 - Current sporting events (locally)
 - Current sporting events (nationally/International)
 - Future sporting events
- Sports writing
- Sports reporting
- Preparing interviews
 - Interview sources
 - Interview questioning techniques
- Editing sports material

LESSON PLAN
(Beginning, Summer 84)

Unit: Sports programming

Goals Objective: Students will learn how to discover and develop sports information sources, how to write, edit and prepare sports stories for broadcast use, and how to deliver sports news effectively; also, interviewing techniques.

Rationale: Industry standard (and school station)

Content

Procedures

1. Sports information sources
2. Writing sports
3. Editing for broadcast
4. Broadcast-ready script
5. Sportscasting: the stories on the air
6. The techniques of interviewing

1. Lecture/handout
2. In-class exercise
3. In-class exercise, demo
4. Demo, in-class exercise
5. Practice in-class, "on-air" as qualified (or, IF)
6. Lecture, handout, in-class practice

Materials: Handouts: Sports information sources; interview techniques

Evaluation: Written: Items 2, 3, 4; taped, item 5; quiz, items 1 & 6.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 12 Portable Video Camera HOURS 3 + practice

Learning Objectives:

Camera orientation:

Connection to VCR/monitor board

F-stop ring & white balance set

Focus ring

Zoom ring

Power zoom button

Macro capabilities

Record/Pause Controls

On/Off/Standby

Microphone

Camera Techniques:

Zoom

Pan

Tilt

Trucking shots

Camera script following:

CU

XCU

Bust

Fade in

LESSON PLAN
(Beginning, Summer 84)

Unit: The Portable video camera

Goals Objective: The students will learn to operate the camera (focus, exposure, white balance, audio); how to connect the camera to existing recording and/or monitoring equipment; how to add variety to filmed segments by using a variety of camera shots; how to write and follow a typical camera script.

Rationale: Industry standard

Content	Procedures
1. the video camera: controls & operation	1. Handout, lecture, demo, hands-on
2. Related taping equipment: portable VCR studio monitor	2. Same as above
3. Camera shots and angles	3. "
4. The script (storyboard)	4. Overhead, lecture, handout, in class performance

Materials: Two cameras, two vcr's (portable), monitor bank, various handouts

Evaluation: Written quiz, items 1, 2, 3; practical quiz, items 1, 2, 3; written hand-in assignment, item 4.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 13 VCR's: Portable & Studio HOURS 1-2

Learning Objectives:

Controls, portable VCR:
 Connection for camera
 Connection for TV
 Connection from TV
 Cassette types
 Controls (VCR)
 Memory rewind/record
 Sound record
 Inputs/outputs for record/playback
Controls, studio VCR:
 Connections
 Cassette type
 Controls
 Editing
 Dubbing
 Inputs/Outputs

LESSON PLAN
(Beginning, Summer 84)

Unit: VCR's, portable and studio

Goals Objective: The students will learn to operate the video cassette recorders, both portable, and studio; will learn several techniques and setups for recording from various sources; will learn the various types of connectors used in video recorder/other equipment connection.

Rationale: Industry standard; use of school equipment; personal use with various home systems; broader base of overall knowledge for other than commercial TV studio application.

Content

1. Portable vcr controls and operation
2. Studio vcr controls and operation
3. VCR-VCR recording
4. VCR from tv recording
5. VCR to vcr, with monitor
6. Camera to vcr with monitor
7. Common connectors and their application

Procedures

1. Handout, lecture/demo, hands-on
2. "
3. Handout, demo, hands-on
4. "
5. "
6. "
7. Handout, display, practical hookups

Materials: Handouts, two monitors, three vcrrs, two cameras, cables as needed, connectors

Evaluation: By demonstration; students will hook up various combinations of video equipment and will demonstrate that it is properly connected.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Beginning Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 1/4 Planning Video Production HOURS 2+project

Learning Objectives:

- Pre-selection of scripts (voice and camera)
- Staging the camera shots
- Sequential/Edited shots
- Story boards
- Directing
- Lighting, set, background and audio engineering
- Final project

LESSON PLAN
(Beginning, Summer 84)

Unit: Planned video production

Goals Objective: The students will demonstrate their knowledge and understanding of the video unit with a final project, taped.

Rationale: Evaluation and check-up procedure

Content

1. Project requirements
2. Scripting, audio, video and actor/actress
3. Shooting in sequence/editing
4. Directing
5. Staging: lighting, set, background,

Procedures

1. Handout, in-class discussion
2. Lecture, demo, in class work pd.
3. Lecture, class discussion, in-class work pd
4. Hands-on practicum
5. "

Materials: Cameras, handouts, vcr's studio, various property pieces, control room, various mics, cables, etc.

Evaluation: Final project to be handed in both written and on video tape; both parts to be graded independently.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Advanced Radio TV Hours Flex. Credit 1-2

COURSE DESCRIPTION:

TOTAL UNITS 6

UNIT / Management 7 Supervision HOURS On going, throughout
summer course, 90 hours

Learning Objectives:

- Interpersonal communication
- Delegating responsibility
 - Follow-up
 - Evaluation
 - Assessment
- Staff assignments
- Crisis coping
- Paperwork responsibilities
- Personality assessment
 - Potential conflicts on the job
 - Deadline with conflictss
- Supervisory techniques

LESSON PLAN
(Beginning, Summer 84)

Unit: Management and supervision

Goals Objective: The students will learn the basics of managing a staff; interpersonal communications; delegating responsibility; coping with daily crises/problems; management responsibilities; assessing and evaluating possible employees; supervisory techniques on the job.

Rationale: (Above entry level) gives the advanced student the experience in management to qualify for an advanced position in industry; the student who goes on for further training has the experience to further such training at a more rapid pace.

Content

1. Staff management
2. Interpersonal communications
3. Delegating responsibility
4. Coping with crises
5. Management responsibilities
6. Assessment/evaluation
7. Supervisory techniques

Procedures

1. Planning and seminar with instructor before assignment; contract, weekly (written) student & instructor meeting
2. Role play before assuming responsibility; seminar; student statement weekly on performance
3. Student-selected workers, written explanation of why
4. On the job training, weekly seminar with instructor
5. Handout, seminar; weekly seminar
6. Seminar with instructor and employees
7. Handout; weekly seminar with instr.

Materials:

Handouts as noted above

Evaluation: During seminar period, students will be responsible for evaluating their own performance based on their experience, and instructor will evaluate their performance based on weekly observation. Guidelines to be set before evaluation period begins, with mutual consent of students and instructor.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Advanced Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 2 Self Marketing: The entire package HOURS 3-6

Learning Objectives:

- Preparation of air checks
- Voice/Diction
- Telescoping techniques
- Inclusion of programming segments
- Personal skills assessment
- Applications
- Resumes
- Form
- Information
- Interviews
- Appointments
- Follow up calls

LESSON PLAN
(Advanced, Summer 84)

Unit: Self Marketing: The entire package

Goals Objective: The Students will learn what is needed to be totally prepared to apply, interview and secure a position in the broadcast market.

Rationale: School philosophy (continuation and finish-off for most advanced students)

Content

1. Preparation of air checks
2. Personal skills assessment
3. Applications
4. Resumes
5. Interviews

Procedures

1. Lecture, handouts, demo, lab session with tape done
2. Written assignment
3. Written assignment
4. Lecture; written assignment
5. Role-play; advisory committee

Materials: Handouts as noted above; tapes as required; advisory committee members as noted above

Evaluation: Students will be evaluated by the advisory committee, the instructor, or by the person who interviews them for a job. Evaluation will be in writing.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Advanced Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 3 Station relations and the public HOURS 12 + project

Learning Objectives:

- Marketing the station
- Promotional vehicles
- Public relations within the school district
- Promotions and the budget: planning for cost efficiency
- Resource persons for promotions/marketing:
 - artists/graphics
 - photographers
 - printers/typewriters
 - p.r. officers
 - media contacts
- Getting the initial appointment/presentation
- Follow-up (as needed)
- In-house promotion...staff attitude

LESSON PLAN
(Advanced, Summer 84)

Unit: Station relations and the public

Goals Objective: Students will learn the necessity of promoting the station, how to promote the station, public relations withing the school districts, how to maintain a budget, where to get help, and how to promote through other people; also, in-house promotion.

Rationale: Give the students a "company" attitude, stress the importance of promoting the station they work for, demonstrate the relationship between promotion and listenership, promotion and profit.

Content

1. Station marketing
2. Promotional vehicles
3. PR within the district
4. Promotions and the budget
5. Resource persons
6. PR presentations & follow-up
7. In-house promotion: attitude

Procedures

1. Lecture, seminar, written assignment
2. Lecture, seminar
3. Lecture, research project, written assignment
4. Handout/lecture/seminar; simulation exercise (written)
5. Guest speakers, handouts, lecture, seminar
6. Out of class assignment
7. Lecture, on the job training

Materials:

Handouts as noted above; guest speakers as noted above; outline for simulation exercise and research project

Evaluation: Seminar; written evaluation of items 1, 3, 4, & 6.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Advanced Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 4 Program evaluation HOURS 5-6

Learning Objectives:

- Evaluating air checks
- Working with staff on programming
- Co-ordination of staff departments
- Programming changes and the community needs
- Programming changes and FCC
- Arbitron information and programming
- Target audience programming
- Programming overlap within the market

LESSON PLAN
(Advanced, Summer 84)

Unit: Program evaluation

Goals Objective: The students will learn how to evaluate their own programming efforts (station on-campus) in terms of staff on the air, station departments, community needs, the F.C.C. changes in R & R, and the arbitron report.

Rationale: The students who can look objectively at their own efforts and be flexible enough to make changes for the better will have an added edge in not only gaining employment, but in advancement on the job.

Content

1. Evaluation of air checks
2. Working on programming
3. Co-ordination of staff depts.
4. Programming and the community
5. Programming and the F.C.C.*
6. Arbitron information and programming

Procedures

1. demo; handout critique form, do sample tape with students
2. Twice/term seminar, halfway through final week
3. Assign students various depts. of operation; students draw up work schedule and assignment list for their dept.; seminar to discuss
4. Seminar; comm. assessment; proposal for changes (written)
5. Seminar with various members of the advisory committee as needed.
6. Seminar; written assignment based on arbitron information; proposed changes (written)

Materials: Handouts, advisory committee, work schedule blanks, critique blanks

Evaluation: Written assignments evaluated by instructor; seminars graded on basis of written work handed in by students.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Advanced Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 5 Planning for the future HOURS 2-3

Learning Objectives:

- Equipment replacement - major items, expendable items
- Staff changes
- Hiring criteria
- Past year's operation evaluation (outside project)
- Proposals for next year - staff realignment, programming changes,
equipment changes, promotional ideas
- Proposals for 3-5 years

LESSON PLAN
(Advanced, Summer 84)

Unit: Planning for the future

Goals Objective: Students learn to look realistically at the life span of equipment, how to budget for necessary replacement items; how to establish and implement "hiring" criteria for staffing; how to re-assess station operation periodically and how to plan for changes in programming and managerial staff.

Rationale:

Content

1. Equipment replacement
2. Staff changes, firing criteria
3. Reassessing of staff/station operation
4. Proposed changes for next year

Procedures

1. As needed, students list pieces, sources, cost of necessary equip.
2. Written assignment
3. End of year seminar
4. Seminar, written assignment

Materials: Equipment mfg/supplier catalogues, price lists

Evaluation: Non-graded, evaluation discussed in seminar.

TRI-CITY AREA VOCATIONAL CENTER

COURSE TITLE: Advanced Radio TV Hours Credit

COURSE DESCRIPTION:

TOTAL UNITS

UNIT 4 Independent Projects HOURS Variable

Learning Objectives:

Application of theory:

Management and supervision units, self-marketing, station promotion
and marketing units

LESSON PLAN
(Advanced, Summer 84)

Unit: Independent projects

Goals Objective: Students will apply theory to practical projects of their choosing, with consent of the instructor. Projects will be of a nature to not only test students knowledge of basics, but to test their reasoning, and to push their capabilities to a higher level.

Rationale: Allows for individual flexibility in vocational education; allows for individualized educational goals for various students.

Content

1. Projects, as arranged

Procedures

1. Contracted assignment; done out of class time, with deadline as mutually agreed upon.

Materials: As needed

Evaluation: Arranged with student.

REPROGRAPHICS

COURSE GOAL

- 1-Color Paste-makeup
- Line Process Camera
- Platemaking
- 1-Color Offset Press Operation

The 1984 Summer Reprographics class will be an introductory class to paste-makeup, graphic darkroom and camera processes, offset platemaking and offset press operation.

The successful student should be able to complete a 1-color pasteup, do any necessary line camera work, make a plate and print the job on the offset press. Each student will complete two projects.

UNIT I will consist of 15 hours of instruction in the following:

- Paste-makeup
- Use and maintenance of the waxer
- Use of Clipart
- Use of the blue-line paste-up sheet
- Use of the drafting table and equipment
- Printing measurements

UNIT II will consist of 15 hours of instruction in the following:

- Darkroom procedures
- Process Camera usage
- Chemical mixing and safety
- Making Line negatives
- Making Line Photo Mechanical Transfers

- Use of Percentage Wheel

UNIT III will consist of 10 hours of instruction in the following:

- Masking of a 1-color plate
- Burning the plate
- Masking and burning a 1-color plate with tints
- Developing the metal plate

UNIT IV will consist of 10 hours of instruction in the following:

- Chemicals used and chemical safety
- Machine safety
- Offset press operation
 - Mounting the plate
 - The ink and water system
 - Setup of the paper table
 - Setup of the register table
 - General operation of the offset press
 - Printing 1-color job work
 - Clean up of the press

UNIT I: Will consist of 15 hours of instruction in the following:

- Printing Measurements
- Use of the blueline paste-up sheet
- Use of the drafting table and related equipment
- Use and Maintenance of the Waxer
- Use of ClipArt

Printing Measurements

Performance Objective: Demonstrable ability to convert from standard measurements to printing measurements.

Rationale: Need to function in typesetting and layout.

CONTENT	PROCEDURE
1. Printing units of Measure	1. Lecture
2. Usage	2. Demonstration
3. Practice	3. Layout sheet work project

Materials:

- Blueline layout sheet
- Metal Ruler
- Worksheet instructions

Evaluation:

Question and answer with worksheet handed in.

Use of the Blueline Paste-up Sheet

Performance Objective: Demonstrate ability to use measurement breakdown on sheet and layout design on sheet.

Rationale: Need to layout and paste-up.

CONTENT	PROCEDURE
1. Measurement breakdown on sheet	1. Lecture & Demonstration
2. Practice	2. Layout on sheet

Materials:

- Blueline layout sheet
- 1/2" lead pencil
- Metal ruler

Evaluation:

Worksheet handed in.

Use of the Drafting Table and Related Equipment

Performance Objective: Demonstrate ability to use parallel rule and triangle.

Rationale: For accurate layout and paste-up

CONTENT

1. Use of Parallel rule & Triangle
2. Practice

PROCEDURE

1. Lecture & Demonstration
2. Begin layout of 1st project

Materials:

Blue-line Paste-up sheet
Blue lead pencil
Ruler
Triangle
Drafting table with parallel rule
Project sheet
Assignment sheet

Evaluation:

Step by step check and approval on assignment sheet

Use and Maintenance of Waxer

Performance Objective: Ability to wax sheet of paper; clean waxer; fill waxer

Rationale: Need for doing paste-up

CONTENT

1. Cleaning and filling waxer
2. Waxing a sheet

PROCEDURE

1. Demonstration
2. Demonstration

Materials:

Paper
Wax
Cleaning materials

Evaluation:

Student will demonstrate to instructor.

Use of ClipArt

Performance Objective: Creative use of ClipArt

Rationale: To complete paste-ups

CONTENT

1. Using ClipArt to create with
2. Practice

PROCEDURE

1. Demonstration
2. Paste-up

Materials:

ClipArt Books

Evaluations:

Turn in paste-up

Paste-Makeup

Performance Objective: Ability to complete a one-color paste-up

Rationale: Required training entry level skill

CONTENT

1. Design
2. Methods
3. Practice

PROCEDURE

1. Lecture
2. Demonstration
3. Completion of one-color paste-up

Materials:

Blueline sheet
Blue lead pencil
ClipArt
Assignment Sheet

Evaluation:

Step by step inspection and approval on assignment sheet.

UNIT II: Will consist of 15 hours of instruction in the following:

Darkroom procedures
Chemical mixing and safety
Process camera usage
Making a line negative
Making line Photo Mechanical Transfers (PMT)

Darkroom Procedures

Performance Objective: Competence in general darkroom procedures

Rationale: Need to function in darkroom processes

CONTENT

1. Entering & Exiting
2. Safelights
3. Handling film & cleanup

PROCEDURE

1. Lecture & Demonstration
2. Lecture & Demonstration
3. Lecture & Demonstration

Materials:

None

Evaluation:

Observation and demonstration by student

Chemical Mixing and Safety

Performance Objective: Mix developer and fixer safely

Rationale: Safe and proper mixing of chemicals

CONTENT

1. Safe mixing of chemicals
2. Practice

PROCEDURE

1. Demonstration
2. Instruction sheet

Materials:

Chemical Concentrates
Measuring Cups
Photo trays

Evaluation:

Observation and checklist

Process Camera Usage

Performance Objective: Demonstrable ability to set camera timer and percentage scales.

Rationale: Need for making line negatives and PMTs

CONTENT

1. Setting timer
2. Setting percentage scales

PROCEDURE

1. Demonstration
2. Demonstration

Materials:

Process Camera

Evaluation:

Observation and demonstration with checklist

Use of Percentage Wheel

Performance Objective: Ability to figure percentage of enlargement/reduction on percentage wheel

Rationale: Need for making line negatives and PMTs on process camera.

CONTENT

1. Enlargement/Reduction
2. Practice

PROCEDURE

1. Lecture & Demonstration
2. Worksheet

Materials:

Worksheet
Percentage wheel

Evaluation:

Turn in worksheet

Making a Line Negative

Performance Objective: Ability to make a line negative

Rationale: Need for making press plate

CONTENT

1. Handling Negative
2. Exposure
3. Gray Scale
4. Development

PROCEDURE

1. Demonstration
2. Demonstration
3. Lecture
4. Demonstration

Materials:

Negative Material
Process Camera
Gray Scale
Mixed Chemicals

Evaluation:

Demonstration and negatives

Making a Line PMT

Performance Objective: Ability to make a line PMT

Rationale: Need for sizing artwork in paste-up

CONTENT

1. Handling material
2. Exposure
3. Development

PROCEDURE

1. Demonstration
2. Demonstration
3. Demonstration

Materials

PMT Materials
PMT Processor
Process Camera

Evaluation:

Demonstration and PMTs

UNIT III: Will consist of 10 hours of instruction in the following:

- Masking of a 1-color negative
- Burning the plate
- Developing the plate
- Masking and burning a 1-color plate with tints

Masking of a 1-color negative

Performance Objective: Demonstrate ability to mask a 1-color negative

Rationale: To burn a plate for printing

CONTENT

1. Masking a negative
2. Opaquing
3. Practice

PROCEDURE

1. Demonstration
2. Demonstration
3. Project

Materials

- Masking sheet
- Opaquing
- Tape
- Light table

Evaluation

Approval on Assignment Sheet

Burning the Plate

Performance Objective: Demonstrate ability to burn a plate

Rationale: Need for printing on press

CONTENT

1. Burning the plate
2. Practice

PROCEDURE

1. Demonstration
2. Project

Materials:

- Masked negative
- Plate (paper or metal)
- Plate burner

Evaluation:

Approval on Assignment sheet

UNIT IV: Will consist of 50 hour of instruction in the following:

- Chemicals used and chemical safety
- Machine safety
- Offset press operation
 - Mounting the plate
 - The ink and water system
 - Setup of the paper table
 - General operation of the press
 - Printing 1-color job work
 - Clean-up of the press

Chemicals used and chemical safety

Performance Objective: Safe use of chemicals

Rationale: Chemical safety

CONTENT

1. Chemicals and safe use
2. Reinforcement

PROCEDURE

1. Lecture & Demonstration
2. Film

Materials

- Chemicals
- Safety film
- Chemical Gloves
- Cotton Pads

Evaluation

Demonstration by student to instructor

Machine Safety

Performance Objective: Safe use of the printing press

Rationale: Safe machine use

CONTENT

1. Machine Safety
2. Practice

PROCEDURE

1. Demonstration
2. Project

Materials

- Printing Press

Evaluation

Demonstration by student to instructor

Offset Press Operation

Performance Objective: Successful and safe operation of the printing press

Rationale: Successful completion of printed project

CONTENT

1. Mounting the plate
2. The ink and water system
3. Setup of the paper table
4. Setup of the register table
5. General operation of the press
6. Printing 1-color job work
7. Clean up of the press

PROCEDURE

1. Demonstration
2. Lecture & Demonstration
3. Demonstration
4. Demonstration
5. Demonstration & Walkthrough
6. Projects
7. Walkthrough

Materials

Press
Ink
Project
Cleanup sheets
Chemicals

Evaluation

Turn in completed project and checkout sheet on press operation

SMALL GAS ENGINES

SMALL GAS ENGINES SUMMER SESSION

The class will be a basic class on the Briggs and Stratton vertical and horizontal engines. The class will include safe use of tools and equipment and general shop safety.

The student will learn the operation, maintenance and repair of the complete Briggs and Stratton engine. This will include the starting, charging, ignition, carburetion, lubrication and measuring and machining operations needed to repair a small engine.

SMALL ENGINE REPAIR SUMMER SESSION GOAL

The student after completion of the summer session of Small Gas Engines Repair Program will be able:

1. to repair a Briggs and Stratton engine.
2. to know the safety, tools and shop procedures in a small engine repair shop.
3. to improve their attitude and skills for all students that take the course.

SMALL GAS ENGINES

UNIT	HOURS
I ORIENTATION	1
II SHOP SAFETY	1
III TOOLS, FASTENERS AND EQUIPMENT USEAGE	4
IV GENERAL INFORMATION - MAINTENANCE AND APPLICATION	2
V GENERAL THEORIES OF OPERATION	3
VI STARTERS, MANUAL AND ELECTRIC	6
VII CARBURETION	6
VIII IGNITION SYSTEMS	6
IX VALVE RECONDITIONING	6
X LUBRICATING SYSTEM	2
XI CYLINDERS, PISTONS AND RINGS	12
XII CRANKSHAFT AND BEARINGS	3
XIII ANALYSIS AND TROUBLE SHOOTING	9
XIV SERVICING AND MAINTAINING LAWN MOWER ASSEMBLIES	9
XV SERVICING AND REPAIR PRACTICUM	20

I. Course orientation and shop procedure

Opportunities in Small Engine Repair, use of manuals, repair and parts, basic shop procedure.

II. Shop Safety

Emergency procedure - fire - injury
Fire prevention and control
Ventilation
Shop attitudes and habits
Use of shop equipment
Proper personal safety equipment

III. Tools and fasteners

Identification and use of hand tools
Identification and use of measuring tools
Identification and use of Briggs and Stratton tools
Identification and use of fasteners

IV. General information

Maintenance of small engine
Tune up procedure
Over haul procedure
Check up procedure
Briggs and Stratton numbering system

V. General theories of engine operation

Compression
Carburetion
Ignition
Governing

VI. Starting Systems - servicing and repairing and maintenance

1. Replace starter rope and spring
2. Replace starter clutch if needed
3. Check manual starter for proper operation
4. Identify main starter parts
5. Charging and maintaining a battery, all types
6. Disassembly, inspection and reassemble electric starter
7. Trouble shoot a starter circuit

VII. Servicing and maintaining and repairing fuel system

1. Remove and clean fuel tank and line
2. Remove, clean and reinstall fuel filters
3. Service the 3 types of air cleaners
4. Removal, disassemble, clean and reassemble pulse jet carburetor
Removal, disassemble, clean and reassemble vacuum jet carburetor
Removal, disassemble, clean and reassemble flo jet carburetor
5. Replace a carburetor pump choke diaphragm
6. Adjust carburetor float valve
7. Fine tune a carburetor
8. Clean crankcase breather
9. Identify the main parts

VIII. Servicing, maintaining or repairing ignition system

1. Select and install spark plug
2. Inspect and reinstall/or replace flywheel
3. Ignition tuneup
 - a. replace the point plunger
 - b. replace the points and condensor
 - c. adjust armature air gap
4. Testing ignition and its parts
 - a. spark
 - b. condensor
 - c. coil
5. Identify the main parts

IX. Servicing, maintaining or repairing the valve train

1. Removal and replacing the valve
2. Measuring the component parts
3. Machining of the parts
4. Identifying of valve parts

X. Servicing, maintaining the lubrication system

1. Oil type
2. Change the engine oil
- c. Checking oil dippers and slinger

XI. Servicing, maintaining or Repairing the cylinders, pistons and rings

1. Disassembly and reassembly of piston assembly
2. Measuring and component parts
3. Installing rings, replacing connector rod
4. Machining and cleaning operations
5. Identification of the parts

XII. Servicing, maintaining the crankshaft and main bearings

1. Removing and replacing the crankshaft
2. Measuring of the component parts
3. Machining of the component parts
4. Parts identification
5. Reaming and install main bearing bushing
6. Replacing oil seals
7. Installing a short block

XIII. Analysis and troubleshooting

Inspection for repair
Inspection for reason of failure

XIV. Servicing and maintaining

Lawn mower assemblies
Adjustment of controls
Adjust height of cut
Grind and balance a rotory blade
Lubrication of a mower
Lubrication and repair of wheel bearings on riding mowers.

XV. Serving and repair practicum

TAVC SUMMER SESSION

1. Small Gas Engines

Course Objective

The objective of the Small Gas Engine course is to teach the summer school students necessary skills and knowledge required to disassemble, assemble, repair, operate and maintain a Briggs and Stratton engine.

Course Description

The course will be a basic class on the Briggs and Stratton vertical and horizontal engines. This will include the starting, charging, ignition, carburetion, lubrication and measuring and machining operators needed to repair a Briggs and Stratton engine.

Performance Goals

At the conclusion of the course the student will be capable and have knowledge and skill in:

- A. course orientation and shop procedure
- B. shop safety
- C. tools, fasteners and equipment useage
- D. general information and maintenance and operation
- E. general theories of operation
- F. starters, manual and electric
- G. carburetion
- H. ignition systems
- I. valve reconditioning
- J. lubricating system
- K. cylinders, pistons and rings
- L. crankshaft and bearings
- M. analysis and trouble shooting
- N. servicing and maintaining equipment powered by small gas engines
- O. perfecting of above skills

LESSON PLANS

Unit 1 Course orientation and shop procedure

Performance Goals Objective: To make students aware of career opportunities and procedures to follow in the shop.
i.e. use of manuals, ordering, clean up, etc.

Rationale: All workers must go through an orientation and procedure of the way things are to be done in any business

Content	Procedure	Materials	Evaluation
1. Orientation, welcome, forms, etc. Class goals, etc.	Introductions, filling out forms Class discussion	Forms, tape embosser, Class syllabus and time-line.	Properly filled out forms
2. Opportunities in small engine repair	Give hand outs and have class read out loud.	Briggs & Stratton material	Short quiz
3. Use of service and repair manual	Use worksheet for getting students familiar with manual	Hand outs, service, repair, and parts manual	Short quiz - open book so students can prove they can find desired information
4. Use of Parts manual			
5. Ordering of parts	Class handout and discussion	Service orders and hand-out explanation	Quiz on understanding procedures
6. Basic shop procedure a. attendance b. punctuality c. staying on task d. starting on task e. shop clean up f. bench orderliness and cleanliness	Daily points charts and class discussion	Points charts and explanation handout on cleaning	Daily grade in each area

	DATE COMPLETED	GRADE
Section I	_____	_____
Section II	_____	_____
Section III	_____	_____
Section IV	_____	_____
Section V	_____	_____
Section VI	_____	_____

NAME _____

Performance Goals: Every student must exhibit a safety awareness at all times while in the shop areas.

Rationale: No worker is satisfactory for any job unless they are aware of the hazards and practice habits to protect themselves and their fellow workers from accidents.

Content	Procedure	Materials	Evaluation
1. Emergency procedure Fire Injury Basic First Aid	Introduction as to types of emergency and procedure of all students	Handouts	Test to see if procedure is understood
2. Fire prevention and control	Introduction to types and control of the different types	Handouts	Test of class and control and procedures for student involvement
3. Ventilation procedures of shop	Introduction to hazards of CO and importance of proper ventilation	Handouts	Test
4. Personal attitudes, habits and safety	Introduction to importance of proper safety attitudes and habits that affect safety	Handouts and slides and films if available	Test
5. Safe use of shop equipment Air and Air equipment Grinders Power hand tools Valve grinder Solvent tank Carburetor cleaner Paint booth	Demonstration and handouts on shop safety on specific tools and equipment	Handouts and overhead transparencies	Test to see if the safety is understood
6. Proper use of personal safety equipment	Demonstration	Handout	Test

Unit III Tools and Fasteners

Performance Goals: Every student will exhibit an understanding of the name and uses of common tools and fasteners used in the small engine trades.

Rationale: All mechanics must be aware of the type, kinds, sizes and use of all typical tools and fasteners to know the proper assembly of a piece of equipment.

Content	Procedure	Materials	Evaluation
1. Identification and use of hand tools	Show and Tell (Demonstration)	Handouts and slide set on tool identification	Test over tool identification and written test on usage
2. Identification and use of measuring tools - both U.S. and metric systems	Demonstration, use of work sheet for measuring pieces of engine parts	Handouts - slides and transparencies	Test over the use of measuring tool and for what each is used
3. Identification and use of Briggs and Stratton Tools	Demonstration, showing the tools and where they are used and why	Briggs and Stratton tools, engine and parts	Test over tools and for what job each is used.
4. Identification, use and using taps and dies	Demonstration on different threads, bolt types, sizes, and use of different fasteners	Different fasteners, taps and dies handout fastener booklets thread gauges, calipers	Test over the identification of fasteners Practical project on threading internal and external and identification of types of thread and fasteners and uses of fasteners

TEST SCORE

1. _____ Identification and use of hand tools
2. _____ Identification and use of measuring tools
3. _____ Identification and use of Briggs and Stratton tools
4. _____ Identification of fasteners and sizes of fasteners and their uses.
5. _____ Project O.K. _____ Project Not O.K.

Unit IV General Briggs and Stratton information

Goals objectives: The student must know some basic information about engines and procedures.

Rationale: The student must be able to understand the need for proper procedures and basic information needed of a small engine repairperson.

Content	Procedure	Materials	Evaluation
1. Maintenance of small engine	Demonstration, then students do maintenance of small engine	Briggs and Stratton book, tools, engine	Grade student on completion of maintenance and test
2. Tune up procedure	Review procedure and how to use as listed	Briggs and Stratton book	Grade student's knowledge of tune-up procedure
3. Overhaul procedure	Review procedure and how to use as listed	Briggs and Stratton book	Grade student's knowledge of use of overhaul procedure
4. Check up procedure	Review procedure and how to use as listed	Briggs and Stratton book	Grade student's knowledge of use of check up procedures
5. Briggs and Stratton numbering system	Student check numbers and identify engine components by numbers found	Briggs and Stratton book, engines and handouts	Grade student as to their understanding of the numbering system

TEST SCORE

1. _____
2. _____
3. _____
4. _____
5. _____

Unit V General theory of engine operation

Goals objectives: To enable the student to do a better job of trouble shooting, repair and overhaul by knowing the operation theory of an engine

Rationale: A student can be able to reason out the trouble with an engine if they understand the operation of the engine.

Content	Procedure	Materials	Evaluation
1. Compression	Study and review Briggs and Stratton book	Briggs and Stratton book slides, cut away engine	Test
2. Carburetion	Study and review Briggs and Stratton book	Briggs and Stratton book and slides, cut away carburetors	Test
3. Ignition	Study and review Briggs and Stratton book	Briggs and Stratton book and slides, cut away engines	Test
4. Governing	Study and review Briggs and Stratton book	Briggs and Stratton book and slides, and engines	Test

Test Score _____

Date _____

Unit VI Starting Systems, Servicing, Repair and Maintaining

Goals objectives: The student will be able to repair the starting system of a small engine

Rationale: Most engines can't be started without an operable system of starting, therefore they can't analyze the engines problems.

Content	Procedure	Materials	Evaluation
1. Rewind & vertical type clean starter and replace the spring and rope	Demonstration and then each student do the same	Briggs and Stratton starter housings and tools and parts	Grade on satisfactory completion of job
2. Replace and clean a starter clutch	Demonstration and then each student do the same	Briggs and Stratton book, engine and tools and parts	Grade on satisfactory completion of job
3. Check starter for proper operation (rewind type and vertical)	Demonstration and then every students do the same	Briggs and Stratton book, engine and tools	Grade on satisfactory completion of job
4. Identify parts of manual and electric starters	Identify parts on table	Parts of the different starters - parts manual	Grade on the success of correctly identifying starter parts, and as to type of starter
5. Maintenance and charging of a a) wet cell battery, b) nickel cadmium battery	Demonstration on maintenance and charging of batteries. Each student shows they can do the job safely and correctly	Briggs and Stratton book, batteries and chargers, filmstrips and slide sets	Grade student on the understanding of subject and completion of job
6. Testing, disassembly, re-assemble electrical starter	Demonstration, student individually do the same and explain what he is doing	Starters, tools, Briggs and Stratton book, test equipment, filmstrips and slides	Grade student on understanding of subject and completion of project

Content	Procedure	Materials	Evaluation
7. Trouble shooting electrical starter and its relays and safety switches	Demonstration and presentation of subject material through slides and Briggs and Stratton book.	Briggs and Stratton book slide sets, test equipment, starter	Grade student on understanding of subject and completion of project

Test Score

Date Project Completed

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Unit VII Servicing and Repairing and Maintaining the Fuel System

Goals objectives: The student will be able to service, repair and maintain the fuel system on a Briggs and Stratton engine.

Rationale: The fuel system is one of the essential systems of an engine and it must be maintained and repaired properly in order for a long life and proper operation of an engine.

Content	Procedure	Materials	Evaluation
1. Remove and clean fuel tank and lines	Read procedure in Briggs and Stratton book	Briggs and Stratton book, various type and kinds of engines	Success of student's completion of job
2. Remove, clean or replace fuel filters	Read procedure in Briggs and Stratton book	Briggs and Stratton book, various types and kinds of engines	Success of student's completion of job
3. Disassemble, clean and re-assemble the three main types of air cleaners	Read procedure in Briggs and Stratton book	Engines with various kinds of air filters	Success of student's completion of job
4. Removal, disassembly, adjustment, cleaning and reassemble and replacing carburetor a) Vacu jet b) Pulsa jet c) Flo jet	Read procedure in Briggs and Stratton book, Look at film-strips and slide sets to understand carburetor operation	Engines with different kinds of carburetors	Success of student's completion of job
5. Trouble shoot and replace a pulsa jet carburetor, replacing choke, pump diaphragm	Read manual	Manual, engine with pulsa jet carburetor	Grade on success of student completion of job
6. Adjust a float valve (float level)	Read manual	Manual, carburetor of proper type	Grade on success of student completion of job
7. Fine tune the different types of Briggs and Stratton carburetors	Read manual	Manual, various engines with various proper carburetors	Grade on success of student completion of job

Content	Procedure	Materials	Evaluation
8. Clean and check crankcase breather	Read manual	Manual, engines with various types of breathers	Grade on success of student completion of job
9. Identify various carburetor parts and types of carburetors which they came from	Study carburetors when disassembled so parts can be identified	Carburetors, manuals, parts and instruction	Grade on success of student completion of job, graded on test on carburetor parts

Unit VIII Servicing, maintaining or repairing ignition systems

Goals objectives: The student will be able to service, repair and maintain the ignition system of a Briggs and Stratton engine.

Rationale: The ignition system is one of the essential systems of an engine and it must be maintained, repaired and adjusted properly in order for a long life and proper operation of an engine.

Content	Procedure	Materials	Evaluation
1. Select and install the spark plug	Read manual and look at charts on spark plugs	Briggs and Stratton manual and other small engine manual and tools	Grade the student on proper completion of job
2. Inspect, reinstall or replace flywheel	Read manual	Briggs and Stratton manual and other small engine manual and tools	Grade the student on proper completion of job
3. Ignition tuneup a) replace plunger b) replace points and condensor c) check and adjust armature air gap	Read manual, filmstrip and slides demonstration	Briggs and Stratton manual and other small engines and tools	Grade the student on proper completion of job
4. Testing ignition and its parts a) spark b) condensor c) coil	Read manual, demonstrations	Manuals, engines and test equipment	Grade the student on proper completion of job
5. Identifying parts	Use manuals, slide filmstrips to familiarize with names and terms	Ignition parts and test equipment	Successful completion of identifying test

Unit IX Servicing, maintaining and repairing the valve train.

Goals objectives: The student will be able to remove, measuring for wear, do the required machining, adjust and replace the valves.

Rationale: The valves are an essential part required for good compression and the valves must be kept maintained and repaired properly in order for proper compression to be achieved for starting and running of an engine.

Content	Procedure	Materials	Evaluation
1. Disassembly and reassembly of the valves	Read manual and demonstration filmstrips and slides	Manual, tools, engine	Grade of the students, understanding and completion of the job
2. Measuring the parts for wear a) valve b) guide c) tappet clearance adj.	Read manual, demonstration figure reject sizes for the parts	Manual, tools, engines micrometers, gauges	Grade the student's understanding and completion of the job
3. Machining of the parts a) valve b) valve seat c) valve guide (replacement) d) valve stem	Read manual, demonstration	Manual, tools, engines	Grade the student's understanding and completion of the job
4. Identifying the valve parts	Read manuals and look at and study parts as they are assembled and reassembled	Manuals, engines, tools	Grading of the successful completion of a test on parts of the valve train

Unit X Servicing, maintaining the lubrication system

Goals objectives: The student will be able to service and maintain the lubrication system of a Briggs and Stratton engine.

Rationale: Although the lubrication system of a Briggs and Stratton engine is simple. It is an essential system and must be maintained and serviced properly for the long life of an engine.

Content	Procedure	Materials	Evaluation
1. Oil and selection of the proper oil, its proper storage and oil types	Manual and class discussion on oils. Read books on oils	Briggs and Stratton and manuals. Samples of oils, etc.	Testing on students understanding of lubricants
2. Changing engine oil	Read manual	Engine, oil, tools, oil drain pan. Manual	Grade on student's proper completion of job
3. Checking of oil slingers and dippers	Read manual	Engine, tools, oil drain pan, oil.	Grade on student's proper completion of job

Unit XII Servicing, maintaining or repairing the cylinders, pistons and rings

Goals objectives: The student will be able to disassemble, measure, repair and reassemble all components of the piston, assembly and cylinders

Rationale: The piston rod and cylinder assemblies are one of the most important assemblies of the engine and must be maintained and repaired properly for proper operation of the engine.

Content	Procedure	Materials	Evaluation
1. Disassembly and reassembly of the piston assembly	Read manual and watch demonstration	Manual, engine, tools, filmstrips and slide set	Grade on student's proper completion of job.
2. Measuring of the component parts of piston assembly.	Read manual and watch demonstration. Figure reject sizes for the parts	Manual, engine, tools, filmstrips and slide sets, micrometers, gauges, etc.	Grade on student's proper completion of job.
3. Installing of rings and the connecting rod	Read manual and watch demonstration.	Manual, engine, tools, filmstrips and slide sets.	Grade on student's proper completion of job.
4. Machining and cleaning of the parts - a) cylinder b) piston c) rod	Read manual and watch demonstration	Manual, engine, tools, filmstrips and slide sets	Grade on student's proper completion of job.
5. Identification of the component parts	Read manuals, observe parts, and name when working with them	Manual, engines, tools	Grading of the successful completion of a test on parts of the piston assembly.

Unit XII Servicing and maintaining the crankshaft and main bearings.

Goals objectives: The student will be able to disassemble, measure, machine and reassemble the components of the crankshaft and main bearings.

Rationale: Where as the crankshaft is responsible for the changing of receprocating motion to rotory motion and then the delivery of the power to the eruiptment, the crankshaft and bearings must be kept in good repair. Also the bearings may affect the proper operation of the ignition system in the Briggs and Stratton engines.

Content	Procedure	Materials	Evaluation
1. Removing and replacing the crankshaft and inspection oil seals	Read manual, look at filmstrips and watch demonstration	Manual filmstrips, and engines	Grade a student's proper completion of the job
2. Measuring of the component parts	Read manual, figure reject sizes	Manual, micrometers, gauges, engine tools	Grade a student's proper completion of the job
3. Machining of the parts a) main bearings b) plunger bushing c) crankshaft	Read manual, look at micro-fische on undersize rods	Manual, reamers and tools engine block in need of bushing and bearing replacement	Grade a student's proper completion of the job
4. Installing short block	Read manual and clas discussion on installation of short block	Manuals, short block	Grade a student's proper completion of the job
5. Identification of component parts			Grading of the successful completion of a test on the parts

Unit XIII Analysis and Troubleshooting

Goals objectives: The student may be able to understand the art of being able to find out the trouble with a motor and analyze why something happened to a motor.

Rationale: This is probably one of the most important problems that a small engine repairperson may have when doing any repair work.

Content	Procedure	Materials	Evaluation
Inspection for repair	Experience is the best teacher but a thorough knowledge and understanding of the engine principles and components and their inter relationships are important to understanding.	Manuals, texts, filmstrips, slide sets, and what ever else may help to solve the problems	This evaluation will be hard to evaluate because some students are more able to reason and eliminate the causes for failure or what needs repaired.
Inspection for reason of failure.	Read manuals, slides, filmstrips, and understand what is being correct.		

Unit XIV Servicing and maintaining equipment powered by small gas engines

Goals objectives: The student will understand the principles of servicing and maintaining basic equipment powered by small gas engines.

RATIONALE: The repair and maintenance of Briggs and Stratton engines is only a part of the requirements of the repairperson, the whole equipment must be maintained and repaired.

Content	Procedure	Materials	Evaluation
Wheels and tires	Class presentation with handout	Manuals on the specific piece of equipment or by a general handout, equipment and tools needed for each job	Student should be able to satisfactorily perform the basic servicing and be able to maintain most pieces of equipment.
Cutting edges			
Gear boxes and drives			
Belts			
Chains			
Hydraulics			
Oil seals			
Controls			
Bearings			

Unit XV Servicing and repair practicum

Goals objectives: The student shall be able to recall or use the manuals for required information

Rationale: Practice leads to perfection of the desired skills

Content	Procedure	Materials	Evaluations
Repair and maintenance of engines and miscellaneous equipment	In as quick a time frame and following proper shop procedure the equipment repaired will be repaired properly	Engines and equipment, manuals, tools	The student should be able to do the jobs as quick as the flat rate manual alots for the job he is performing

TEEN PARENT

SLO - S.W.B.A.T.

Create a name tag that expresses how she is feeling about herself.

Rationale: students need to realize that they all share similar feelings about being a pregnant teenager and face similar problems.

Content: causes of emotional mood swings.

1. hormones
2. living situations
3. relationships
4. making life decisions
5. pregnancy associating discomforts
6. loss of support systems

Procedures:

1. instructions on blackboard as to make a name tag expressing how you are feeling
2. sit in circle and introduce self, using name tag
3. identify and discuss other embarrassing feelings of pregnancy
4. (break -)
5. distribute file folders
6. lead through information
7. film strip - "Teenage Parents, Who Are They?"

Materials:

1. construction paper, glue, pins, markers, scissors
2. file folders and information sheets

Evaluation: summarize feelings are part of life - need to express in appropriate non-threatening manner. Identify best feeling - happiness.

SLO - S.W.B.A.T.

2. list expectations and goals that she has for the class.
3. identify "What is a value" and how values affect our goals.
4. identify and recognize the common problems that confront all pregnant teens.

Rationale: student needs to realize how short term goals affect long term goals and the effects on her values.

Content: class expectations

1. what do girls want to learn
2. my course content
3. arriving at values
4. common problems of pregnancy

Procedures:

1. 1-3-6 game on goals
2. hand out course objectives, match, and add their goals
3. red light - green light game (identifying values)p.111
4. pin up feeling good... feeling bad - two column chart. Students contribute one on each side. p.107-108

Materials: butcher paper, marking pens, red light - green light (true - false cards). Butcher paper chart.

Evaluation: (1) summary of terms: goals, values. (2) finish the sentence on paper = "Today I learned that...."

SLO - S.W.B.A.T.

5. share perceptions of how other family members and/or teenage fathers now treat her.
6. identify who or what constitutes a support system by listing all available resources and discussing what the function is of each.

Rationale: student needs to understand family hurt and frustration, establish a working report with family and understand where to find available help from community resources.

Content: perceptions and support systems

1. family
2. community agencies
3. peers
4. support groups
5. teenage father
6. how do I think these people see me

Procedures:

1. round robin = "Does everyone treat you the same way?" "What are some differences?" p.109-110
2. film strip "Teenage Parents - Common Problems" #2
3. discussion of how the teen father feels and acts. p.108-109
4. discussion of family support p.110
5. 1-3-6 activity on listing all known available help in community - combine group lists
6. explain hand craft for babies

Materials: butcher paper, marking pens, film strip and projector, phone books for agencies.

Evaluation: (1) finish the sentence "Today I felt better because..."
(2) summary statement p.112

SLO - S.W.B.A.T.

1. identify common adolescent myths about getting pregnant through playing red light-green light game.
2. give examples of how young people learn about sex through listing people, resources and media.
3. convert slang and/or street language terms for the correct anatomy and/or physiology terms by matching list on blackboard.
4. construct an item of clothing for the baby, a simple learning toy, or a wall decoration.

Rationale: students need to know fact from fiction, correct terminology and ways young people learn about sex.

Content: facts vs fiction

1. old wives tales
2. facts of pregnancy
3. physiology terms
4. influences of media (radio, T.V., advertisements, movies)
5. influence of church, family and community

Procedures:

1. red-light, green-light cards and game. statements on p.189
2. magazine ad, pictures - girls respond with what ad promotes. p.190
3. collage group work on ads.
4. list appropriate resources on board
5. list slang - street language "What's in a name"- give correct terms.
6. discuss attitudes of respect and exploitation p.188-189
7. (last class hour) serving machine demonstration - start handcrafts etc.

Materials: card game, butcher paper, marking pens, old magazine, construction paper, glue.

Evaluation: summary statement of wanting correct information.

SLO - S.W.B.A.T.

4. discuss how the reproductive system works after viewing overheads, film and worksheets.

SLO - Unit 5 (continue - last hour)

Rationale: students often do not know how the reproductive systems of male and female function.

Content:

1. female reproductive system
2. menstruation
3. fertile time of the month

Procedures:

1. discussion of reproductive anatomy of females by using drawings on overhead
2. fill in worksheet with correct labeling of organs
3. link physiological changes with emotional responses

Materials: overhead machine, overhead drawings, student worksheets.

Evaluation: question and answer over presented information.

SLO - S.W.B.A.T.

Same as Day 5. except male reproductive systems.

Rationale:

Content:

1. male reproductive system
2. emotional/physiological responses

Procedures:

1. discussion with overheads
2. fill in worksheets
3. link physiological and emotional responses
4. read: Chapter 2 - "New Beginning" and do worksheet

Materials: worksheets, New Beginning.

Evaluation: question/answer wrap-up.

SLO - S.W.B.A.T.

5. connect sexuality and values of commitment and love through viewing a film and discussion.
6. relate that love and affection can be different from sex and the role it plays in a relationship.

Rationale: students must be able to separate and yet appropriately connect the meaning of love, sex and responsibility.

Content:

1. word meanings: sex, values, love, affection, commitment, relationships
2. how media aimed at teenagers influences values and behavior

Procedures:

1. place the words = baby, boyfriend and parents across board - p.193 - question: "How does love differ?" or "Who do you love most?"
2. identify different types of love, and discuss values, commitment etc.
3. examine current pop music such as "Having my Baby" or Sexual Feelings etc. p.193
4. film strip "Counterfeit Love" - discuss

Materials: current records, film strip and projector.

Evaluation: test over Unit 1 and 2.

SLO - S.W.B.A.T.

1. describe signs of pregnancy and danger signals by placing labels on the poster "pregnant Patty."
2. collect information on fetal growth during each trimester.
4. demonstrate basic cooking skills by preparing nutritional snacks for the class.

Rationale: (for the Unit) student will realize that she must understand and care not only for herself but for the life of the fetus.

Content:

1. signs of pregnancy
2. danger signs and what to do
3. nutritional wellness and avoidance of unhealthy junk foods
4. development of the fetus in the first trimester

Procedures:

1. students describe how they knew they were pregnant
2. place danger signal cards on poster p.61
3. p.69 - ask students by show of hands how big they think the fetus is now? - lead into lecture on conception and first trimester
4. film strip and work sheet on first trimester - G.A. #1
5. discuss influence of good nutrition on pregnancy
6. list on board all foods you enjoy for snacks - cross out all junk food
7. group 1 - prepare healthy snack of veggies for group
8. work on handcraft

Materials: pregnant Patty poster, film strip projector, Guidance Associates (G.A.) film strip #1 and study sheet.

Evaluation: question/answer on physical affects on body of pregnancy and benefit of healthy snacks.

SLO - S.W.B.A.T.

2. (continued) - 2nd trimester.
4. (continued) - group 2 - fruits.
5. evaluate harmful effects of "street drugs" OTC's and smoking as well as helpful doctor recommended medication.

Rationale:

Content:

1. development of fetus in the 2nd trimester
2. fruits as good snack food
3. difference between harmful and helpful drugs and the effects on fetal growth
- 4.

Procedures:

1. presentation of growth and development of the fetus during 2nd trimester - overhead drawings and lecture
2. film strip G.A. #2 "pregnancy."
3. students lists harmful drugs they are aware of on board. p.130-136
4. handouts on drugs and effect
5. fix fruit snack and handcrafts

Materials: film strip and projector, study sheet, pamphlets and magazine pictures.

Evaluation: students work together to put up bulletin board on drugs to avoid in pregnancy.

SLO - S.W.B.A.T.

2. (continued) - 3rd trimester
4. (continued) healthy snacks - cereal group
5. (continued) harmful drugs

Rationale:

Content:

1. development of fetus - 3rd trimester
2. helpful drugs and vitamins
3. grains made into snack foods

Procedures:

1. lecture of growth and development in the 3rd trimester
2. film strip G.A. #3- Pregnancy
3. continue discussion of drugs - harmful and helpful
4. fix granola bars or oatmeal cookies
5. continue working on handcrafts

Materials: film strip G.A. #3, magazine pictures

Evaluation: complete bulletin board and review of such.

SLO - S.W.B.A.T.

6. recognize some birth defects caused by genetic and environmental influences.
4. (continued) preparation of protein food snack.

Rationale:

Content:

1. known causes of birth defects (genetic)
2. diseases causing birth defects
3. environmental causes
4. congenital birth defects

Procedures:

1. lecture and discussion on 4 basic types of birth defects
2. handouts on birth defects
3. film "Sara has Down's Syndrome"
4. speaker from March of Dimes
5. preparation of protein snack food (group 3)
possibly deviled eggs
6. continue work on handcraft

Materials: speaker, film and projector, handouts.

Evaluation: summary statement, (1) "Today I learned that..." (2)
"The speaker made me realize..."

SLO - S.W.B.A.T.

3. classify proper nutrition for the pregnant teenager by designing a basic four food group bulletin board and viewing a film strip on nutrition and pregnancy.

Rationale: students must realize the importance and affect nutrition has on their bodies as well as the growing fetus for the 9 month of pregnancy.

Content:

1. information about vitamins and affect on fetal growth
2. what foods are in each of the basic groups
3. what and how much we need to eat to maintain good health

Procedures:

1. view film strip on nutrition and pregnancy - study sheet
2. divide class into 4 groups each responsible for a food group - make list of vitamins and minerals in your group, find pictures and coordinate and cooperate on a bulletin board
3. group 4 - milk group - healthy cheese snacks (etc.)

Materials: magazines and posters on food groups, film strips, study sheets, construction paper.

(assignment) = students keep record of what they eat for 2 days, analyze it and write out appropriate changes.

Evaluation: test over Unit 3 - drugs, pregnancy, genetics and nutrition.

SLO - S.W.B.A.T.

1. reduce anxiety of childbirth caused by learning old wives tales and increase her confidence by playing the game "Window talk".
2. describe the various methods of childbirth.
4. demonstrate the steps to decision making.
Subject: breast or bottle.

Rationale: students need to build self-confidence by understanding the physiology and psychology of the birth process and to see her body as a competent mechanism capable of giving birth and nourishment to the newborn.

Content:

1. facts rather than fiction
2. various types of birth
C-section
breech
LaBoyer
Lamaze
3. functions of the breast

Procedures:

1. volunteer students play game "Window Talk"
(provide cards if they can't think of "tales")
2. speaker = health department nurse to describe various births and possible complications
3. film - "Bernita's Film" - discussion
4. discussion on pros and cons of breast feeding and steps to decision making
5. study sheet and booklet on breast feeding (class assignment)

Materials: speaker, game cards, film "Bernita's Film", breast feeding booklet and study sheet, handout on decision making.

Evaluation: written summary on a type of birth.

SLO - S.W.B.A.T.

2. recognize the four stages of labor and delivery
4. demonstrate decision making process on to "keep or not to keep" (relinquishment)

Rationale: student needs to understand how she can effectively make decisions concerning her welfare and that of the child.

Content:

1. 4 stages of labor and delivery
2. decisions affecting her and family
3. post partum emotions
4. feelings of the father

Procedures:

1. lecture: the birth process, flip chart of stages. p.270
2. what are the 3 signs of on-set of labor? What is false labor? How much time to get to hospital? p.271
3. discuss what happens during 4th stage - post - partum. p.276
4. film (day 15) "Have a Healthy Baby: Labor & Delivery"
5. film (day 16) "Teenage Father"
6. discussion about involvement of the father - his feelings and responsibilities
7. (assignment) decision making - SLO #4

Materials: flip chart, films: (1) Healthy Baby (2) Teenage Father, handouts on birth process.

Evaluation: handout questionnaire. p.277

SLO - S.W.B.A.T.

5. describe the physical appearance of a neonate, his abilities at birth, reflexes and his behavioral patterns.

Rationale: student needs factual information in order to gain realistic perceptions and expectations of a neonate.

Content:

1. baby's physical appearance at delivery and first few days
2. abilities at birth
3. reflexes
4. what to expect from baby behaviorally - crying as a language

Procedures:

1. hand out 3x5 cards with a word on each which girl is to describe such as: eye color, hair, head shape, skin, nose, ears, body length, weight. Gather cards, redistribute and working in partners, give a word description of their baby. p.325

Materials: 3x5 cards, handout on neonate, film "Gabriel is 2 Days Old."

Evaluation: write a summary on what you think your baby will be like and what he/she can do.

SLO - S.W.B.A.T.

6. prepare for the responsibilities of parenthood by developing empathy and sympathy of baby's helplessness, understanding the bonding process and emotional - social interaction.

Rationale: students need to understand that parenting is a full time job for the next 18 years.

Content:

1. responsibilities of parenthood
2. bonding process
3. infant stimulation

Procedures:

1. hand out raw eggs. Students gently decorate them with faces etc.
2. make a crib for baby - must care for and take baby everywhere until end of course (2 weeks)
3. lecture: the bonding process -
4. working together in groups of 3, collect information on infant stimulation and demonstrate an infant stimulation game.

Materials: raw eggs, small boxes for cribs, glue, ribbons, fabric etc., infant stimulation books.

Evaluation: test over Unit 4.

SLO - S.W.B.A.T.

2. discuss how mothers can cope and find time for themselves through arranging a workable schedule.
3. suggest alternate solutions to family conflict by discussing her role and roles of those she lives with.
4. prepare for baby's homecoming by examining safety features and cost of equipment needed.

Rationale: students need to think and plan ahead for changes in routine and costs to the family structure after the baby is born.

Content:

1. making a workable schedule
2. other family members adaptation to infant
3. safety features of infant equipment and cost

Procedures: (3-day project)

1. divide girls into groups or partners - assign interest areas for them to research and report back to class. Areas: how to make a schedule, various sch., cost and safety features of equipment, affects on various types of living arrangements.
2. make charts, bulletin boards or whatever audio-visual they want.
3. one-two groups of girls should contact or research cost of pediatricians (average calls for 1st year of life) cost of formula, baby food, diapers and clothing.
4. discuss p.396-397 finding time for themselves.
5. discuss p.398-399 buying infant care equipment
6. forming a solidarity circle p.397 to help build sense of self

Materials: tag board, butcher paper, catalogs, glue, marking pens, film strip and projector, information on safety equipment.

Evaluation: each girl give orally a brief statement as to how her life is changing due to "Egg Bert" (egg baby).

SLO - S.W.B.A.T.

continue SLO #2, 3, & 4

6. calculate cost of having a baby by adding dr. costs, hospital, layette, equipment, baby food and diapers, pediatrician's cost for the first year of life and day care.

Rationale: by the student having to find out this information herself, it will become more meaningful as to the financial obligation they are assuming.

Content:

1. cost involved in having a baby
2. what baby's first clothing needs are and cost

Procedures:

1. bring in a layette and price it
2. examine contents for laundering instructions, fiber content and flammability information
3. class groups make their presentations.
(10-15 minutes each)
4. as a group, figure total cost for 1st year

Materials: layette from local merchant, butcher paper with categories, clothes, food and medical.

Evaluation: as a group, girls will be able to come up with an approximate figure of the cost of having the baby for one year.

SLO - S.W.B.A.T.

5. describe techniques of bathing a baby in written form after observing a film, film strip or actual demonstration.

Rationale: the students need to understand why there is a particular method in bathing a baby and have a better understanding of the need for participating safety methods concerning water temperature etc.

Content:

1. sponge bath method
2. tub bath
3. safety practices

Procedures:

1. have girls list on board what they think should be done
2. view film and/or demonstrate
3. recheck original list and add to it
4. girls write up and hand in the proper techniques that should be used in both types of baaths

Materials: film (or live baby) projector.

Evaluation: oral quiz over unit materials.

SLO - S.W.B.A.T.

2. differentiate between the various methods of birth control by listening to a presentation by Planned Parenthood.

Rationale: the student must have information on contraception in order to make an informal decision about whether or not she will need to use birth control and/or what type to use.

Content:

1. methods of birth control
2. abstinence

Procedures:

1. speaker from Planned Parenthood to discuss birth control methods
2. discussion of abstinence as a personal choice p.422-425
3. film "Hope is not a method"
4. study sheet on contraception

Materials: speaker, film "Hope is not a method", study sheet.

Evaluation: "I think the speaker made an impression on me when she...."

SLO - S.W.B.A.T.

1. recognize and accept the link between planning for birth control and responsible behavior by examining problem-solving techniques and value systems.

Rationale:

Content:

1. assertiveness training

Procedures:

1. film strip "A Case for Saying No"
2. speaker - mental health assertiveness training
3. role play situation cards on how to say "no"
4. decision-making study sheet

Materials: film strip, speaker, situation cards, decision-making study sheet.

Evaluation: written summary decision paper.

SLO - S.W.B.A.T.

3. recognizes the need to establish paternity by listening to a speaker from support enforcement and/or D.S.H.S.

Rationale: the student needs to know the rights and responsibilities of all involved: mother, father, baby and grandparents.

Content:

1. rights of the baby
2. legal and financial responsibilities

Procedures:

1. speaker from support enforcement
2. film strip "His Baby Too"
3. break up into 3 buzz groups and make charts of responsibilities as a summary of today's information

Materials: speaker, film strip "His Baby Too", butcher paper and pens.

Evaluation: #3 charts - discuss as a group.

Unit 6

Day 28

SLO - S.W.B.A.T.

4. continued

Rationale:

Content:

1. where to go for financial assistance

Procedures:

1. decision making process: "I need money" - do as a group - brainstorm ways of getting money.
2. speaker D.S.H.S. - topic: How to apply for assistance grants.

Materials: speaker, forms.

Evaluation: "I learned that

Unit

Day 29

SLO - S.W.B.A.T.

1. plan a party

Rationale:

Content:

1. plan a brunch
2. test over course work
3. finish all projects

Procedures:

1. take comprehension test over course
2. plan in groups healthy snack items for a brunch
3. complete any projects, assignments etc.

Materials: market items sheet.

Evaluation: TEST

WELDING

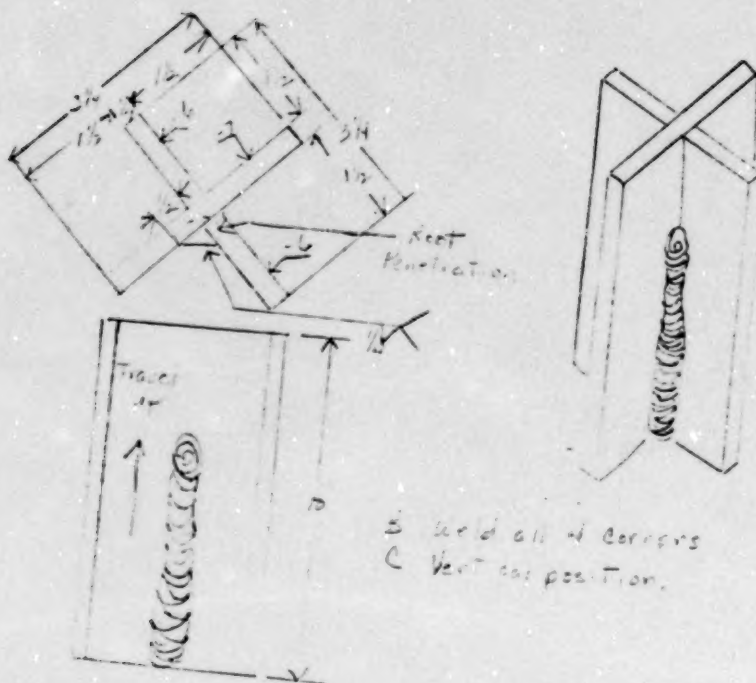
ADVANCED WELDING

Advanced students lessons will be with E7018 L.H. electrodes, 1/8" + 5/32".

1. Vertical multi-pass fillet welds 1/8"+5/32" L.H.
2. Horizontal multi-pass fillet welds 1/8"+5/32" L.H.
3. Overhead multi-pass fillet welds 1/8"+5/32" L.H.
4. Horizontal outside corners 1/8" root, 5/32" L.H.
5. Vertical outside corners 1/8" root, 5/32" L.H.
6. Overhead outside corners 1/8" root, 5/32" L.H.
7. Horizontal test plate.
8. Overhead test plate.
9. Vertical test.

TRI-CITY AREA VOCATIONAL CENTER WELDING DEPARTMENT

Lesson 1



Welding Tee Joint

Objective: To weld a tee joint in vertical position by means of multi-pass fillet welds.

Process: Shielded Metal arc

Metal Size: Refer to drawing.

Electrode: E7018-1/8"

Current Set: 140-165 amperage - DCRP

Welding Procedure: Upward

Material Utilization: Weld on all four sides of tee joint.
Rod stubs no longer than 2 1/2".

Disposal: Use your electrode container. Metal - discard into scrap box.

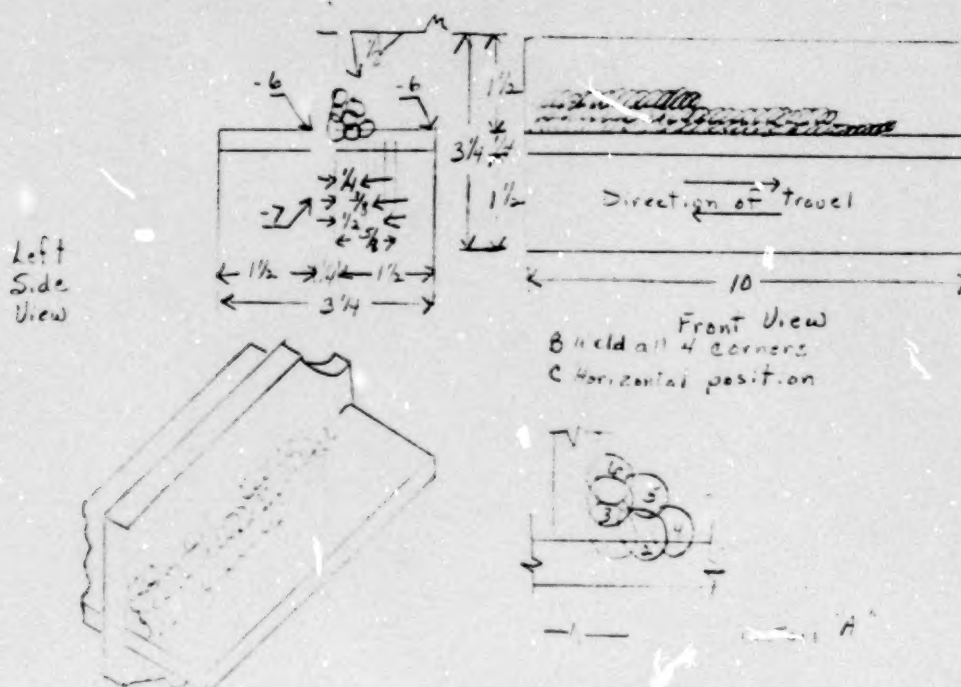
NOTE: Keep work area clean. Shut off welding machines when not in use.

Student Name _____

Instructor Signature: _____ 271

Grade _____ Date _____ Average hours to complete: _____

Lesson 2



Welding Tee Joint

Objective: To weld a tee joint in horizontal position by means of multi-pass fillet welds.

Process: Shielded Metal Arc

Metal Size: Refer to drawing.

Electrode: E7018 - 1/8"

Current Set: 120-150 amperage DCRP

Welding procedure: 5/8" fillet weld.

Material Utilization: Weld on all four sides of tee joint. Rod stubs no longer than 2 1/2".

Disposal: Use your electrode container. Metal - discard into scrap box.

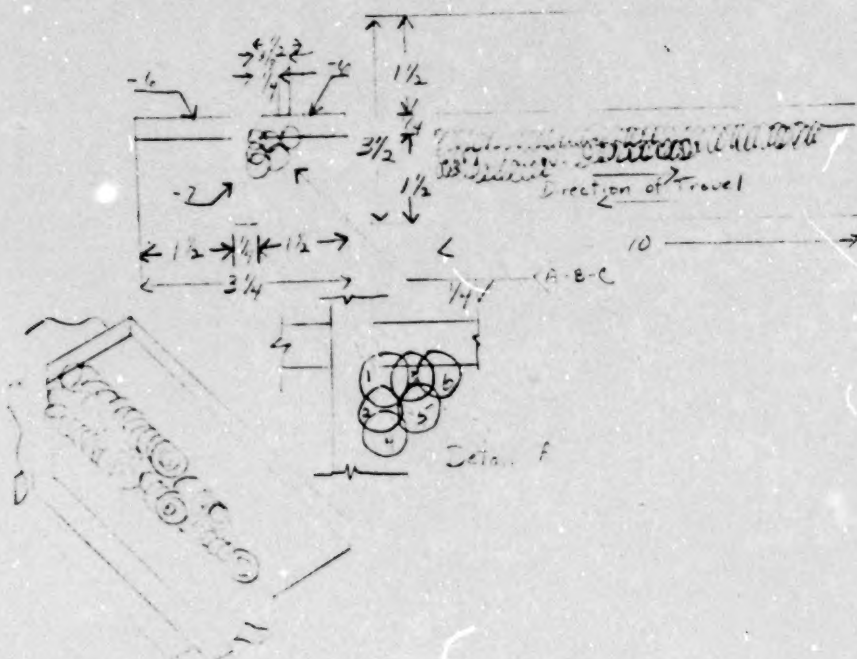
NOTE: Keep work area clean. Shut off welding machines when not in use.

Student Name _____

Instructor Signature: _____

Grade _____ Date _____ Average hours to complete: _____

Lesson 3



Objective: To weld a tee joint in overhead position by means of a multi-pass fillet welds.

Metal Size: Refer to drawing.

Electrode: E7018 - 1/8"

Current Set: 120-150 amperage - DCRP

Welding Procedure: 5/8" fillet weld.

Material Utilization: Weld on all four sides of the joint. Rod stubs no longer than 2½".

Disposal: Use your electrode container. Metal - discard into scrap box.

NOTE: Keep work area clean. Shut off welding machines when not in use.

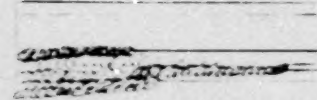
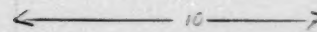
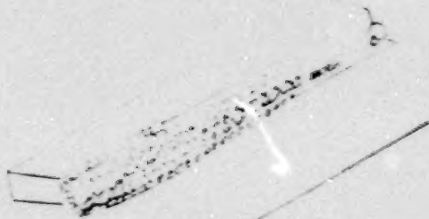
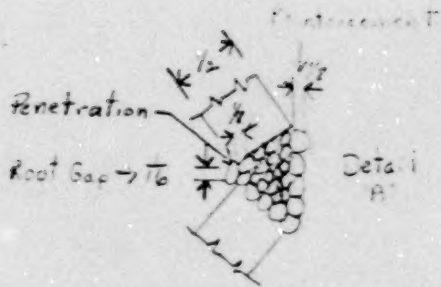
Student Name _____

Instructor Signature: _____

Grade _____ Date _____ Average Hours to complete: _____

TRI-CITY AREA VOCATIONAL CENTER WELDING DEPARTMENT

Lesson 4



Horizontal Outside Corners

Objective: To Weld outside corner in horizontal position.

Process: Shielded arc electrode.

Metal Size: Refer to above drawing - 1" x 1 1/2 x 10".

Electrode: E7018-1/8" root 5/32" fillet.

Current Set: DCRP - amp. 1/8" root 90-120 5/32" filler 140-190.

Welding Procedure: Follow bead sequence in drawing.

Material Utilization: Outside corner may be used for practicing fillet welds and unwelded plated surfaced for beading.

Disposal: Return finished joints to the scrap bins where they may be accessible for further use.

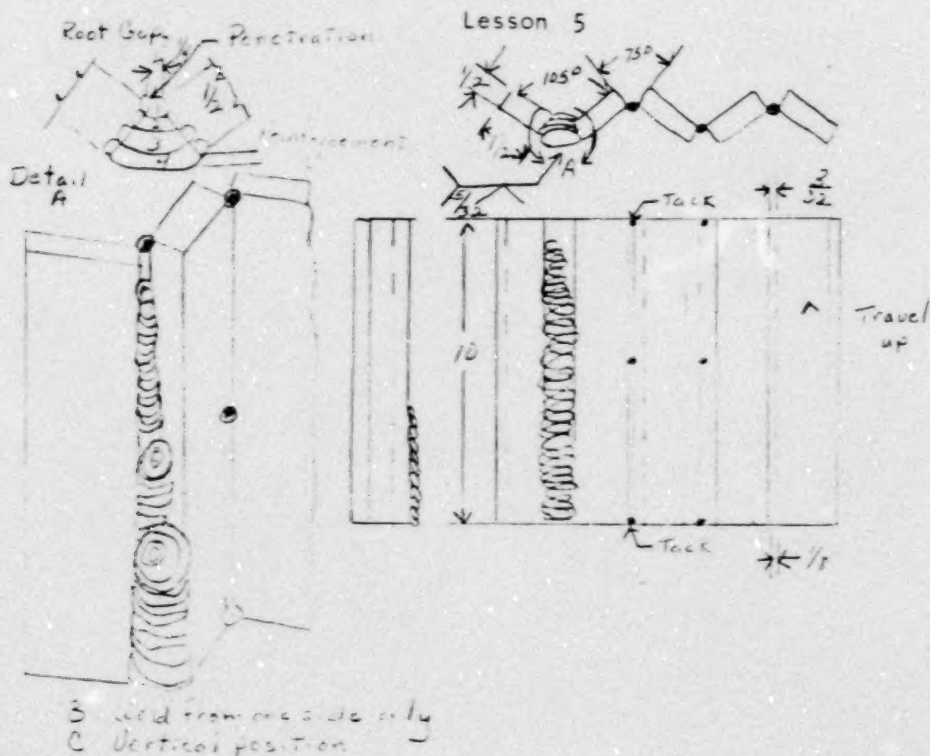
NOTE: Keep work area clean. Shut off welding machines when not in use.

Student Name _____

Instructor Signature: _____

Grade _____ Date _____ Average Hours to complete: _____

TRI-CITY AREA VOCATIONAL CENTER WELDING DEPARTMENT



Vertical Outside Corner

Objective: To weld outside corner in vertical position.

Process: Shielded arc electrode.

Metal Size: Refer to above drawing - 1" x 1 1/2" x 10"

Electrode: E7018 - 1/8" root 5/32" fillet.

Current Set: DCRP - AMP. 1/8" root 90-120 5/32" fillet 140-190.

Welding Procedure: Follow bead sequence in drawing.

Material Utilization: Outside corner may be used for practicing fillet welds and unwelded plated surfaced for beading.

Disposal: Return finished joints to the scrap bins where they may be accessible for further use.

NOTE: Keep work area clean. Shut off welding machines when not in use.

Student Name _____

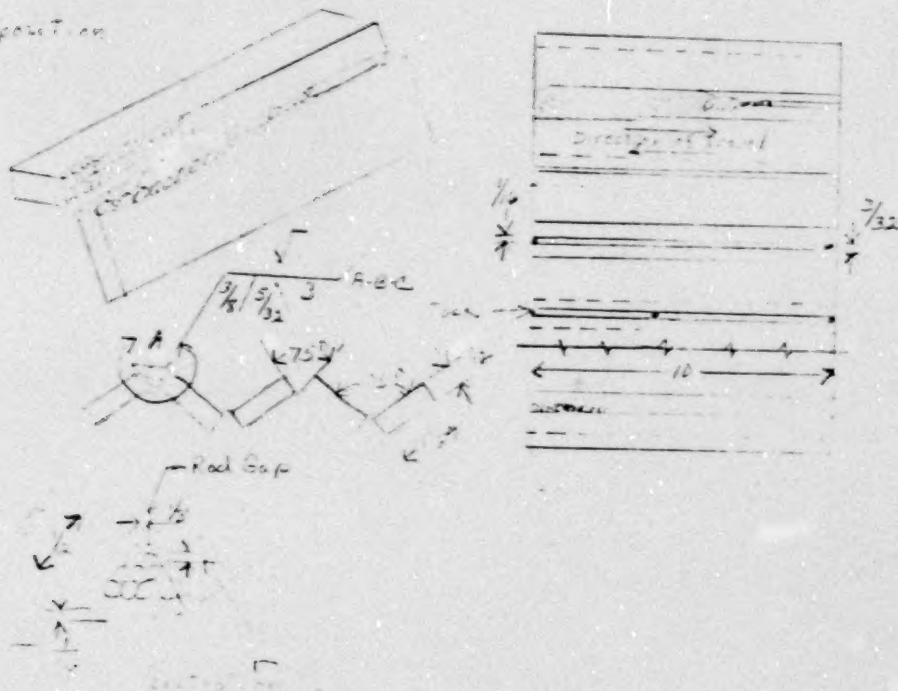
Instructor Signature: _____

Grade _____ Date _____ Average Hours to complete: _____

TRI-CITY AREA VOCATIONAL CENTER WELDING DEPARTMENT

Lesson 6

Flat position



Overhead Outside Corner

Objective: To weld outside corner in overhead position.

Process: Shielded arc electrode.

Metal Size: Refer to above drawing. 1" x 1 1/2" x 10".

Electrode: E7018 - 1/8" root 5/32" fillet

Current Set: DCRP - amp 1/8" root 90-120 5/32" fillet 140-190.

Welding Procedure:

Material Utilization: Outside corners may be used for practicing inside corners and unwelded plate surfaces for beading.

Disposal: Return finished joints to the scrap bins where they may be accessible for further use.

NOTE: Keep work area clean. Shut off welding machines when not in use.

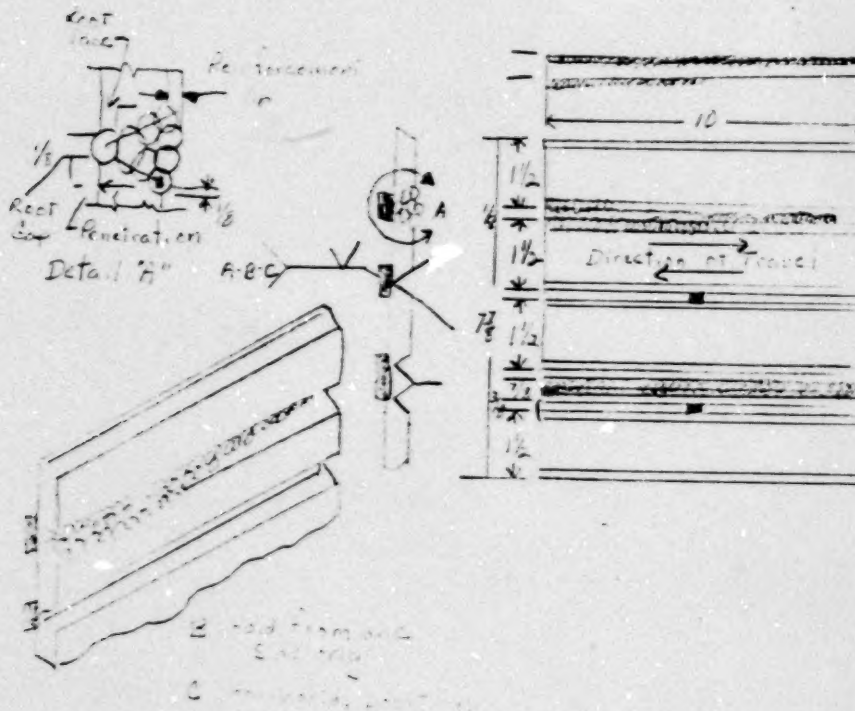
Student Name _____

Instructor Signature: _____

Grade _____ Date _____ Average Hours to complete: _____

TRI-CITY AREA VOCATIONAL CENTER WELDING DEPARTMENT

Lesson 7



Horizontal Test Plate

Objective: To weld single V-butt joint in horizontal position.

Process: Shielded arc electrodes.

Metal Size: 1" x 4" x 10" plate with 1" x 1/4" backup strip

Electrode: E7018 - 1/8" root - 5/32" fillet.

Current Set: DCRP amp 1/8" - 70-100 5/32" - 140-170

Welding Procedure: Follow bead sequence in drawing

Material Utilization: Plates may be cut and beveled between welds for further butt welding, and unwelded plate surfaces May be used for beading.

Disposal: Plates completely utilized should be returned to scrap bins.

NOTE: Keep work area clean. Shut off welding machines when not in use.

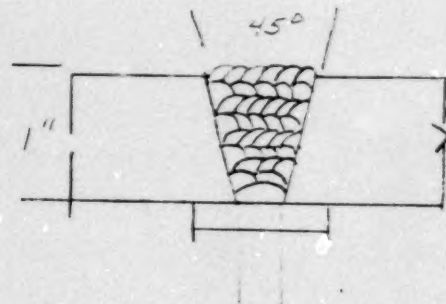
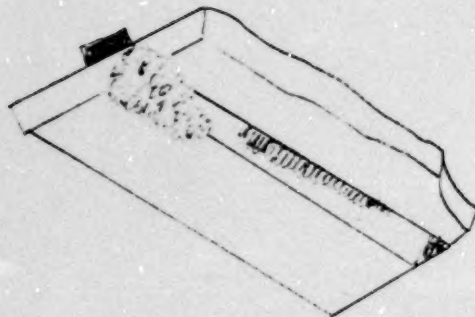
Student Name _____

Instructor Signature: _____

Grade _____ Date _____ Average Hours to complete: _____

TRI-CITY AREA VOCATIONAL CENTER WELDING DEPARTMENT

Lesson 8



Overhead

Objective: To weld single V butt joint in overhead position.

Process: Shielded arc electrodes.

Metal Size: 1" x 4" x 10" plate with 1" x 1/4" backup strip.

Electrode: E7018 - 1/8" root 5/32" fillet.

Current Set:

Welding Procedure: Follow bead sequence in drawing.

Material Utilization: Plates may be cut and beveled between welds for further butt welding and unwelded plate surfaces may be used for beading.

Disposal: Plates completely utilized should be returned to scrap bins.

NOTE: Keep work area clean. Shut off welding machines when not in use.

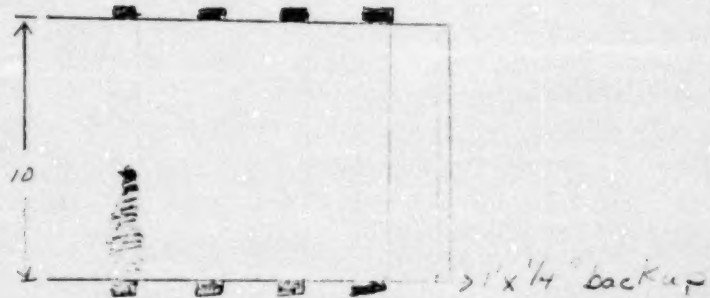
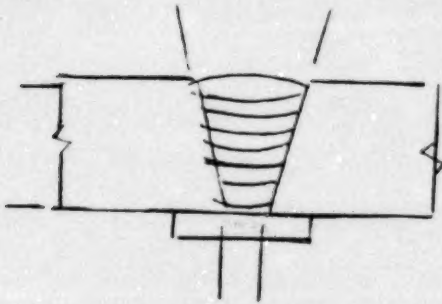
Student Name _____

Instructor Signature: _____

Grade _____ Date _____ Average Hours to complete: _____

TRI-CITY AREA VOCATIONAL CENTER WELDING DEPARTMENT

Lesson 9



Vertical

Objective: To weld single V butt joint in vertical position.

Process: Shielded arc electrodes.

Metal Size: 1" x 4" x 10" plate with 1" x $\frac{1}{4}$ " back up strip

Electrode: E7018 $\frac{1}{8}$ " root $\frac{5}{32}$ " fillet

Current Set: DCRP amp. $\frac{1}{8}$ " 70-100 $\frac{5}{32}$ " 140-170

Welding Procedure: Follow bead sequence in drawing.

Material Utilization: Plates may be cut and beveled between welds for further butt welding and unwelded plate surfaces may be used for beading.

Disposal: Plates completely utilized should be returned to scrap bins.

NOTE: Keep work area clean. Shut off welding machines when not in use.

Student Name _____

Instructor Signature: _____

Grade _____ Date _____ Average Hours to complete: _____

WORD PROCESSING

SUMMER SCHOOL
Word Processing Program

LESSON PLANS

Ann Hawk

1984

COURSE DESCRIPTION

Word Processing/Summer Term

Total hours: 90
Hours per day: 3
Class times: 8-11 a.m. and 12-3 p.m.
Prerequisite: 1 year of typing

This course will enable the student to develop business skills through daily practice and production of simulated office work. The student can expect to gain experience on a word processor, a transcribing machine, and an electronic calculator. Filmstrips, case studies, a field trip, and resource speakers will provide further understanding of office occupations as a vocational choice.

GOAL: The student, after completion of the summer term word processing program, will operate a word processor to produce business documents, transcribe basic business letters, and operate an electronic calculator by touch to solve business math application problems.

T A V C

COURSE TITLE: Word Processing HOURS 90 CREDIT 1

TOTAL UNITS 6

UNIT I: Orientation/Theory of Word Processing HOURS 10

Learning Objectives:

- develop concept of what word processing is/Lecture-Work Sheet
- view filmstrips explaining current word processing practices
- participate in field trip to view word processing center

UNIT II: Office Safety and Hygiene HOURS 2

Learning Objectives:

- Hazard recognition
- Discussion of health and hygiene in office setting

UNIT III: Word Processing HOURS 28

- Operate word processing equipment utilizing all functions
- Produce simulated business documents
- Edit copy

UNIT IV: Transcribing HOURS 5

- Operate transcribing machine properly while typing
- Produce short business letters

UNIT V: The General Clerk, A Simulation HOURS 25

- Typing business documents
- Telephone techniques
- Reference search activities
- Recordkeeping
- Machine calculations

UNIT VI: Electronic Calculator HOURS 20

UNIT VI: continued

- Develop touch operation of 10-key electronic calculator
- Calculate a variety of business math problems using function keys efficiently
- Calculate simulated business application jobs

LESSON PLAN

UNIT: Orientation/Theory of Word Processing

GOALS/OBJECTIVE: Develop concept of word processing as business skill in today's business office

RATIONALE: The student will appreciate the need for word processing skill in order to be adequately prepared for job entry in office occupations.

CONTENT:

Class Orientation

Terminology

Current Practices

PROCEDURES:

--Hand out/explain Assignment Sheet

*show and describe function of various office machines they will be working with

--Hand out/explain Rotation Schedule for machine use

--Make file folders for each unit assigned

*word processing

*transcribing

*electronic calculator

*The General Clerk, A Simulation

--Pretest

--Work Sheet

*read/discuss

*quizes throughout work sheet--correct in class; discuss

--Post Test

--Vocabulary puzzle

--Introduce film strip

*high lights to look for

*terminology for discussion

--Show film strip

--Discuss/define concepts and terminology

--Repeat for each of six filmstrips

Current use of word
processing

--Discuss field trip to office setting in
which word processing is used

--List of questions students will answer from
observations made on field trip

--Field trip

--Followup discussion of trip

MATERIALS: assignment sheet, rotation schedule, pretest, post test, work sheet
puzzle, film strips, projector

EVALUATION: Pretest, post test for worksheet; verbal feedback in discussion

LESSON PLAN

UNIT: Safety/Hygiene

GOALS/OBJECTIVE: Develop appreciation for safety and hygiene in the office

RATIONALE: Safety and hygiene appropriate for office occupations is necessary to successful job performance.

CONTENT:	PROCEDURES:
Hazard recognition	--Student generated list of hazards --Discuss list and add any missing items --Discuss how to respond to accidents (case study situations) *immediate action *cost to employee and to employer *importance of notification of supervisor
Hygiene	--Discuss importance of health and hygiene to cost effective, efficient production --Student generated list of possible health/hygiene problems that could interfere with production --Discuss possible solutions to problems and cost to employer --Importance of time loss as dismissal factor

MATERIALS: lecture outline, overhead projector, statistical information of time-loss/cost-to-employer factors, case studies

EVALUATION: verbal feedback in discussion, quiz

LESSON PLAN

UNIT: Word Processing

GOALS/OBJECTIVE: The student will operate a word processor using all functions available on the machine to produce business documents

RATIONALE: Basic skill on word processing equipment is a necessary step toward building efficiency of production.

CONTENT:

Operation of equipment

PROCEDURES:

--Read and Do all activities in Levels 1, 2, and 3 of Operational Guide

--Produce supplementary simulated business documents

--Spot check of work by instructor

*Errors will require student to recall and correct document

--Team editing of documents

*team exchanges papers for proofreading

*papers returned for recall and correction

--Competition for highest number of mailable documents between teams (instructor selects a random number of documents for verification)

MATERIALS: word processing equipment, paper, Operational Guide, supplementary document problems

EVALUATION: Instructor OK on Levels 1, 2, 3; Student team editing/evaluation and correction of documents; Final Practical Application Test for grade

LESSON PLAN

UNIT: Transcribing

GOALS/OBJECTIVE: Successfully coordinate a transcribing machine with a typewriter to produce business letters

RATIONALE: Recognition of transcribing machine operation as a basic skill needed for word processing

CONTENT:	PROCEDURES:
Machine operation	--Explain transcribing machine operation for efficient document production
	--Explain dictation as primary source of information for word processing (including telecommunications)
	--Transcribe 25 letters, striving for mailable copy

MATERIALS: New York State Transcription Course (transcription tapes), transcribing machines, paper, typewriter

EVALUATION: 25 letters completed = A (quantity)
20-24 = B
16-19 = C
10-15 = D

0-2 errors = A (quality)
3-4 = B
5-7 = C
8 = D

--Two Grades Given (one for quantity of work done and one for quality--

LESSON-PLAN

UNIT: The General Clerk, A Simulation

GOALS/OBJECTIVE: Complete simulated office tasks including typing, filing, record keeping, adding machine calculations, telephoning, and reference searching

RATIONALE: To give student understanding of how a variety of business skills are necessary to do routine office work

CONTENT:

The General Clerk, A
Simulation

PROCEDURES:

- Handwriting
using good penmanship, complete forms, take telephone messages, and write figures on reports
- Typewriting
warmup/practice drill copy each day, follow instructions accurately and type final copy business documents as requested
- Filing
study and apply rules for alphabetic and numeric filing
- Calculating
use tape to double-check all tasks where the calculating machine is used to ensure accuracy and efficiency
- Communicating
follow both spoken and written instructions carefully and study WORD LISTS for each day's assignments to develop vocabulary
- Telephoning
accept all incoming calls in a businesslike way, take messages containing complete and accurate information
- Decision-Making
read all instructions carefully and do not ask questions of office manager (teacher) or your coworkers (classmates) unless you are unable to proceed without help. Think for yourself.

--Proofreading

read for content, compare each word with original copy

--Researching

practice using a variety of reference sources provided (airline schedules, area codes, calendar, freight rates, map, postal rates, price lists, time zones, ZIP codes, etc.)

--Time management

manage work in order to complete all tasks accurately in the time allowed

MATERIALS: The General Clerk, A Simulation, typewriter, calculator, printed forms, pen

EVALUATION: Task Evaluations for Tuesday, January 6 through Friday, January 9 are provided in the simulation and will be completed as each day's work is completed (there are four days of work)

LESSON PLAN

UNIT: Electronic Calculator

GOALS/OBJECTIVE: Develop touch operation of electronic calculator as well as problem solving capability

RATIONALE: Basic problem solving and touch operation of the electronic calculator is a necessary office skill

CONTENT:	PROCEDURES:
Touch operation	--Learn keyboard, develop touch operation --Develop speed and accuracy of operation calculating columnar addition problems --Demonstrate touch operation skill on a timed test
Problem solving	--Instructions and problems selected based on current business practices --Thirteen jobs help students further develop touch operation and also solve problems --Each type of problem is first presented in problem form, then as a business application on actual business forms --Achievement testing provided on regular basis to provide timely monitoring of student progress

MATERIALS: Texts: Number-Key Practice, and Electronic Display-Printing Calculator, Test for touch operation measurement

EVALUATION: Test for touch operation (evaluated on accuracy and number of problems completed), Text provided achievement tests

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%

WORD PROCESSING - SUMMER TERM

Scope and Sequence

WEEK 1		WEEK 2		WEEK 3	
Monday	Tuesday through Friday	Monday through Thursday	Friday	Monday through Thursday	Friday
Orientation	Word Processing Clerk Simulation Transcribing	Word Processing Clerk Simulation Transcribing/Electronic Calculator	Safety/ Hygiene	Word Processing Clerk Simulation Electronic Calculator	Work Sheet

Rotation time changes:

(1)		(2)		(3)	
Morning	-- [8:00 a.m. - 8:55 a.m.]	[8:55 - 9:15 (Break)	9:30 - 10:05]	[10:05 - 11:00]	FRIDAYS - Flex Time
(1)		(2)		(3)	
Afternoon	-- [12 noon - 12:55]	[12:55 - 1:15 (Break)	1:30 - 2:05]	[2:05 - 3:00]	

WEEK 4		WEEK 5		WEEK 6	
Monday through Thursday	Friday	Monday through Thursday	Friday	Monday through Thursday	Friday
Word Processing	Film Strips	Word Processing	Film Strips	Word Processing	Field Trip
Clerk Simulation		Clerk Simulation		Clerk Simulation	
Electronic Calculator		Electronic Calculator		Electronic Calculator	